

Victoria Management School

HRIR 307 HUMAN RESOURCE DEVELOPMENT

Trimester One 2010

COURSE OUTLINE

Course Coordinator
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Trimester Dates

Teaching Period: Monday 1st March – Friday 4th June 2010
Study Period: Monday 7th June – Thursday 10th June 2010
Examination Period: Friday 11th June – Wednesday 30th June 2010 (inclusive)

Class Times and Room Numbers:

Fridays: 9.30 a.m. – 12.20 p.m. GB LT4

Withdrawal from Courses:

Information available via

Withdrawal dates: Late withdrawals with Associate Dean (Students) permission
(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf>

Withdrawal dates: refunds:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Introduction

This course aims to give you an overview of the theory and practice of Human Resource Development (HRD), a topic that is also frequently described as ‘training and development’. It examines the cycle of training analysis, delivery and evaluation at the levels of individuals, work groups and organizations and the effect of government policies.

Programme and Course-related Learning Objectives

Our graduates will:

- demonstrate application of critical and creative thinking skills to practical and theoretical problems.
- be effective communicators
- have a global and multicultural perspective
- recognise, support and display leadership
- develop specific knowledge and skills in at least one business, or public policy discipline area

Course objectives

On successful completion of the course, students should be able to:

- explain the theory underpinning the training and development cycle of analysis, delivery and evaluation; (assessed by the group and individual assignments, term test and examination).
- critically evaluate leading methods of HRD, performance issues in a workplace, and identify how training might be able to assist; (assessed by the group assignment and examination)
- communicate how principles of HRD can be applied to workplaces; (assessed by individual assignments and group presentations)
- create and help lead training and development initiatives (assessed by the group assignment).

The course aims to equip students for roles such as training assistant, training officer, human resources officer, policy analyst, and consultant or business/performance analyst.

Group Work

A feature of the course is the opportunity to ‘learn by doing’ by being an active member (or leader) of a project group. The group work provides a way to put into practice training and development theory and develop skills in written and oral presentation, project management and teamwork. This learning will be assisted by active contributions to learning blogs during the course.

These varied forms of learning will help you test out methods advocated by different training and development theorists. Regular attendance at class is critical for discussion based learning, **so there is a mandatory course requirement that you attend at least 9 or the 11 classes.** To emphasise the importance of group work, group leaders are asked to alert the course coordinator as early as possible if there are difficulties in obtaining sufficient commitment from a group member. Group members who have not contributed sufficiently to their group will be required to submit an individual report for an individual mark.

Expected Workload

Students are expected to spend on average 12 hours per week preparing for class meetings, participating in the group project, working with peers in study groups and working on the course assignments. This time is likely to be divided between reading and researching, preparing two weekly contributions to the on-line community of practice, searching for information on the Internet or preparing for the group project. Most class sessions will be interactive rather than run in a passive lecture format. Such learning requires that students pre-read relevant materials and come ready to engage in discussion and debate. Pre-readings are defined below in terms of chapters, additional readings and key concepts which will be applied through class discussion.

Course Content

Week beginning	Topics	Pre-reading and key concepts
March 5	<p>Introductions, course overview, explanation of group project, the training and development cycle and effective training strategies.</p> <p>Learning goals</p> <ul style="list-style-type: none"> Assess the contribution of training to workplace productivity. Identify individual interests to assist development of an effective learning community. <p>Questions / actions:</p> <ol style="list-style-type: none"> The Training Process, shown in Figure 1.1., page 6, provides an important overview of the whole topic of training and development, but is also flawed. Why? Which of the training professionals' roles in Figure 1.2 on Page 23 do you believe are the most difficult to learn? Which are easiest? What types of training strategies can organisations use to improve performance? 	<p>Ch1:</p> <p>Training design process Instructional system design Intellectual capital Human capital Learning organisation Total Quality management Cross training ASTD competency model NZQA</p>
March 12	<p>Organisational strategy and needs assessment: Getting the right HRD fit between people and organisations.</p> <p>Learning goals:</p> <ul style="list-style-type: none"> Assess the contribution HRD can make to organisations Analyse what factors can lead to success or failure in HRD, such as culture and alignment with firm strategy Describe the elements and techniques of needs assessment Design a needs assessment <p>Please read Noe and Winkler Chapter 2, and Mager and Pipe. Come prepared to discuss a performance problem you have seen in a workplace or team and whether and how training could have addressed it.</p> <p>10.30 – 11.20 a.m. Guest speaker: Technical training and management development at New Zealand Customs – Jean Martin, General Manager, Organisation Development and Human Resources.</p>	<p>Ch 2:</p> <p>Business strategy Explicit knowledge Tacit knowledge Mission, vision, values Communities of practice Types of strategies – concentration, internal growth, external growth, disinvestment. Centralised training Models of training – faculty, customer, matrix, business-embedded. Outsourcing.</p> <p>Robert Mager – Is it a training problem?</p>
March 19	<p>Learning theories</p> <p>Learning goals</p> <ul style="list-style-type: none"> Recognise concerns of managers / trainers in needs assessment. Identify different methods of Training Needs Analysis and their advantages and disadvantages. <p>Complete an on line Myers Briggs questionnaire as below, or the Keirsey and Bates indicator in the readings: http://www.humanmetrics.com/cgi-win/JTypes2.asp</p> <p>Please read [text on Myers Briggs] and come prepared to discuss the implications for your own learning. What are some study career risks and responsibilities flagged by your results? How could they be managed?</p> <p>Prepare to apply theory on the Museum of New Zealand case, Page 113-4 of the text.</p>	<p>Ch 3.</p> <p>Needs assessment Performance gap HR plans Surveys Occupation and job analysis Individual job analysis Competency Performance management Cognitive ability Self efficacy Input Output Needs analysis techniques Focus groups Robinson and Robinson – Performance Consulting GAPS analysis (Should / IS / Causes / Solutions)</p>

March 26	<p>Learning: Theories and program design</p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify types of learning outcomes and their implications for training Incorporate adult learning theory <p>Questions / actions:</p> <ul style="list-style-type: none"> How does your preferred learning style affect the way you learn at university? How is this style likely to relate to the job you are assessing for the major assignment? Prepare the hotel training exercise, page 162 of the text. 	<p>Ch 4.</p> <p>Intellectual skills Motor skills Attitudes Reinforcement theory Social learning theory Logical verification Modelling Goal setting theory Expectancy Instrumentality Andragogy Information processing theory Semantic coding Meta cognition Error management Overlearning Objectives Lesson plan Case: The Safety Training Program, from Nikomo et al.</p>
	Mid term break	
April 23	<p>Transfer of Training</p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify how to ensure transfer of training can occur. Discuss implications of identical elements, stimulus generalisation and cognitive theories for training of training. <p>Guest Speaker, Wednesday April 1, 2.40 p.m.: Alan Cassidy, Human Resources Manager: Organisational and Employee Development, New Zealand Police.</p>	<p>Ch. 5.</p> <p>Transfer of training Theory of identical elements Near transfer Far transfer Cognitive theory of transfer Opportunity to perform Knowledge management Climate for transfer Action plan Learning organisation Barbazette (course readings): How effective is your training style? Case study: New Zealand Police</p>
April 30	<p>Training Evaluation and review of learning to date</p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify key elements of evaluation of training. Carry out a 'formative' assessment of the course to date. Relate proposed 'learning journey' assignments to training theory. 	<p>Ch. 6.</p> <p>Evaluation design Formative evaluation Summative evaluation Kirkpatrick's framework Cognitive outcomes Skill-based outcomes Affective outcomes Return on investment Pre and post training measures Hawthorne effect Cost benefits analysis Success cases</p>
May 7	<p>Traditional Training Methods</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> Identify strengths and weaknesses of presentational, hands-on and group building training methods. 	<p>Ch. 7.</p> <p>Presentations On-the-job training Apprenticeship Simulation Case study Business games Role plays</p>

		Behaviour modelling Vicarious reinforcement Modelling Group building Experiential learning Adventure learning Action learning
May 14	<p>Revision of key terms from the first half-term. E Learning and the use of technology.</p> <p>Learning goals</p> <ul style="list-style-type: none"> • Explain the strengths and limitations of e-learning. • Compare and contrast the strengths and weaknesses of traditional training methods with those of technology-based methods. <p>Group assignments to be handed in.</p>	<p>Ch. 8.</p> <p>Digital collaboration Synchronous Asynchronous Computer-based training Learner control Blended learning Avatar Virtual reality Intelligent tutoring systems Distance learning Groupware</p>
May 21	<p>Employee Development</p> <ul style="list-style-type: none"> • Identify how assessment of personality type, work behaviours and job performance can be used for employee development. • Explain characteristics of successful mentoring programmes. • Explain characteristics of successful coaches. <p>Group assignment presentations</p>	<p>Ch. 9.</p> <p>Development Assessment centre Myers Briggs Indicator Leaderless group discussion In-basket Role plays Performance appraisal Upward feedback Job enlargement job rotation transfers coach</p> <p>Ch. 10. Special issues.</p> <p>Succession planning High-potential employee Skill-based systems</p>
May 28	<p>Career development</p> <p>Identify how to apply training and development concepts to your career.</p> <p>Group presentations continue, along with individual presentations about theorists.</p>	<p>Ch 11.</p> <p>Career motivation Career identity Psychological contract Informational interview Goal setting Action planning</p> <p>Ch 12</p> <p>Career path Socialisation</p> <p>Ch. 13.</p> <p>Virtual work Embedded learning Performance analysis Task redefinition Scenario analysis Process consultation Organisation development.</p>
June 4	<p>Presentations of selected individual reports about theorists and revision of course coverage.</p>	

Readings

Noe, Raymond A. and Colin Winkler (2009) *Employee Training and Development for Australia and New Zealand*, McGraw-Hill, Sydney. Available through Victoria Books. A booklet of additional readings is also available from the Victoria Management School reception on Level 10, Rutherford House.

Strongly recommended readings, on Closed Reserve, are

Davis, J. R., and Adelaide B. Davis (1998). Effective Training Strategies. San Francisco, Berrett - Koehler Publishers Inc.

Davis, J. R., and Davis, Adelaide B. (2000). Managing Your Own Learning. San Francisco, Berrett-Koehler.

Robinson, D and Robinson, J (2008). *Performance Consulting. A Practical Guide for HR and Learning Professionals*. Berrett-Koehler, San Francisco.

Terms requirement:

10 of the 11 classes

Assessment Requirements

1. Active contribution to the class learning 'blog'	Contribute each week between the Friday class and the end of the following Wednesday a short reflection about learning from the class, questions remaining, and at least one comment on a contribution from another student.	Ten opportunities to contribute during the course.	10 % individual mark
2. Group proposal about how best to solve a performance problem	Proposal of up to three pages, backed by appendices, tackling an identified performance problem and proposing a solution.	May 14, at the beginning of the class.	10% for group mark
3. Critical evaluation of theorist or concept	Up to 2000 words as specified in the course outline.	May 21 at beginning of class.	30% for individual report.
4. Final Examination	2 hours, closed book	June 11 – June 30 2010	50%

Assignment Box

The assignments can be handed in to the course coordinator at the lecture or placed in the HRIR 307 locked box (number **16**) on the Mezzanine Floor, Rutherford House. Late assignments may be handed in at the Victoria Management School Room 1021 or reception on Level 10, Rutherford House.

Assignment one: weekly blogs and comments on others' blogs.

The purpose of this assignment is to test the ability of e-learning software to extend personal and group learning. The aim is to create an effective community of practice, through which group understanding of Training and Development is developed between lectures, and which in turn helps get the most from the lecture time. As a minimum, you are expected to contribute a well written paragraph summarising learning that you have found interesting or important, and be specific about terms which you don't understand or wish to debate. Write no more than 200 words by Tuesday noon following the lecture and then read class contributions, and make a short comment on at least one contribution. You will be asked to bring to the May 28 class a collation of your blogs and comments, from which a grade will be provided. The mark will be based on these criteria:

- Clarity of the insights / questions provided
- Demonstration of skill in applying terms covered in class, or in raising good questions for discussion
- Relevance and usefulness of comments on others' blogs.

Assignment two: Group based proposal for an HRD program

This assignment aims to:

- develop the ability to apply HRD ideas to a performance issue and
- develop skills in effectively communicating a proposed training strategy

Imagine that as a group you are pitching to provide training or development (or both) to a manager with a budget and a performance problem. Each member of the team's hourly charge out rate is \$100 per hour, and you think the potential client's budget is around \$10,000.

As a group, select a performance problem, analyse it using publicly available materials, identify what further analysis may be necessary and design a training course based on what is known or can be inferred.

The assignment consists of two components:

- a. A group presentation, to a panel of HR professionals (members of the class) supported by
- b. A three page proposal stating your case that should include:
 - Your understanding of needs, and what you may need to do to further identify needs
 - What the problem or opportunity is, and why it is important to the organisation, the outcome and objectives of your proposed program
 - The program design, and a sample of developed content
 - The logic and reasoning of your program design
 - A budget

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

	Marks allocation	Excellent	Very good	Good	Satisfactory	Unsatisfactory
How well does the report identify the performance issues and make a case that HRD can help solve it? Are needs well analysed, unknown areas identified and addressed? Are assumptions reasonable?	3					
Is the program well planned and designed? E.g. are instructional methods well ordered and appropriate to the objectives? Does it address organisational, learner and job needs? Is the rationale for the suggested program supported by HRD ideas and theory? What is the evidence base that the program will work?	5					
Is it communicated well and persuasively? Are technical features correct: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction?	2					

Assignment three: Individual report on an idea or theorist.

This purpose of this assignment is to develop critical thinking about the strengths, weaknesses and practicality of a theorist or set of ideas in the HRD literature. The report should communicate:

- What is most significant about the contribution of this theorist or idea?
- What are the strengths and limitations of the theorist or idea? Some pointers to get you going on this are:
 - How useful is it?
 - When and where might it be suitable, and when not?
 - How might it be used in HRD?
 - What are some issues that might need consideration in using it?
 - Are there better ideas / theorists?
 - Would it work well alongside other ideas/theorists?

Criteria for the report on an idea or theorist

	Marks allocation	Excellent	Very good	Good	Satisfactory	Unsatisfactory
How well are the main contributions of the theorist /idea described and evaluated?	10					
How well are applications, strengths and limitations of the theorist / theory evaluated?	10					
How well has the theorist / theory been explored through use of library resources? Is there a sufficiently wide list of credible references?	5					
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction. (Marks deducted for poor performance)	5					

Suggested theorists and ideas – please feel free to choose more widely, using references from Noe and Winkler, or from the reading list and library resources.

Belbin, Meredith – Teams
 Conger, Jay – leadership development
 Deci, Edward - Work motivation

Gardner, Howard – Multiple intelligences
Kirkpatrick, Donald – training evaluation
Knowles, Malcolm – adult learning theory
Kolb, David - Experiential Learning
Lewin, Kurt – Action learning
Lynn, Laurence - Teaching and Learning with Cases:
Margerison, Charles and Dick McCann - Teams
Philips, Jack – training evaluation
Revans, Reg – Action learning
Robinson, Jim and Dana Robinson – performance consulting.
Schank, Roger - Virtual Learning
Schein, Edgar – Career anchors
Schon, Donald – Reflective practice
Seligman, Martin – Learned optimism at work
Spencer, Lyle and Signe M Spencer - Competence at Work

Final Examination

Examination dates for trimester one: Friday 11th June to Wednesday 30 June 2010 (inclusive). Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The examination is worth 50% of the total marks available for this course. It is closed book 2-hour examination.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- Attend at least **9 of the 11 classes**
- **complete the group assignment** and the individual assignments **by the due dates**; and
- gain at least **40 percent (20/50) in the final examination**.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Class representatives

Two class representatives will be sought during lecture two, and their names will be available to VUWSA, the course coordinator and the class. The representatives will provide a communication channel to liaise with the coordinator on behalf of students – an excellent opportunity to practice theories covered in the course.

Communication of Additional Information

Information relating to this course will be posted on the **Victoria Management School Noticeboard situated on the Mezzanine Level of Rutherford House**. Course material will be distributed in lectures and/or on the Blackboard server (<http://blackboard.scs.vuw.ac.nz>). Any changes to the course timetable or content, or other announcements, will be raised in lectures and on the Blackboard server.

Handing in Assignments

Students must prepare two copies of each hand-in and keep the second copy for their own reference. Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Penalties - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Course Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 5% of the grade for an assignment which is 5% over the word limit.**

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

References which can assist with the assignments

- Barbazette, J. (2006) *The art of great training delivery. Strategies, tools and tactics.* Pfeiffer, San Francisco.
- Brinkerhoff, R (2006) *Telling Training's Story. Evaluation made simple, credible and effective.* Berrett-Koehler, San Francisco.
- Craig, R. L., Ed. (1996). The ASTD training and development handbook : a guide to human resource development. New York, McGraw Hill
- Gardner, H. (1985). The Mind's New Science: A History of the Cognitive Revolution. New York, Basic Books.
- Garratt, B. (2000). The Twelve Organisational Capabilities. London, Harper Collins.
- Kirkpatrick, D. (2007) *Implementing the four levels: a practical guide for effective evaluation of training programs.* San Francisco, Berrett-Koehler.
- Kirkpatrick., D. L. (1998). Another look at evaluating training programs. Alexandria, VA., American Society of Training and Development
- Knowles, M. (1986). Using Learning Contracts. San Francisco, Jossey-Bass.
- Knowles, M. (1990). The Adult Learner: A Neglected Species. Houston, Texas, Gulf Publishing.
- Littlejohn, A and Pegler, C (2007) *Preparing for blended e-learning.* Routledge, London.
- Lynn, L. E. (1999). Teaching and Learning with Cases A Guide Book. New York, Chatham House Publishers.
- Mager, R. (1990). Goal Analysis. London, Kogan Page.
- Mager, R. (1991). Developing Attitude Toward Learning. London, Kogan Page.
- Maier, N. F., Solem, Allen, and Maier, Ayesha (1975). The Role-Play Technique. La Jolla, California, University Associates.
- Pfeffer, J., and Sutton, R. I. (2000). The Knowing-Doing Gap. How Smart Companies Turn Knowledge into Action. Boston, Mass., Harvard Business School Press.
- Phillips, J., and Stone, R. (2002). How to Measure Training Results. New York, McGraw Hill.

- Phillips, J. J. (1997). Handbook of training evaluation and measurement methods. Houston, Gulf Publishing.
- Piskurich, G., and Beckschi, P. (2000). The ASTD Handbook of Training Design and Delivery. New Jersey, McGraw Hill.
- Raelin, J. A. (2008) Work-based learning : bridging knowledge and action in the workplace. Jossey-Bass, San Francisco.
- Ramsey, P., Franklin, T., and Ramsey, D. (2000). On-the-Job Learning - Creating Productive Work Environments. Palmerston North, Dunmore Press.
- Robinson, D. G., and Robinson, James C. (2008). Performance consulting : a practical guide for HR and learning professionals / Dana Gaines Robinson, James C. Robinson. San Francisco, Berrett Koehler.
- Schank, R. (1997). Virtual Learning. New York, McGraw-Hill.
- Schon, D. (1983). The Reflective Practitioner: How Professionals Think in Action. New York, Basic Books.
- Senge, Peter (2006) The fifth discipline : the art and practice of the learning organization Doubleday / Currency, New York.
- Stewart, J., McGoldrick, J., and Watson, S., Ed. (2001). Researching Human Resource Development. London, Routledge.
- Swanson, R. (2007). Analysis for Improving Performance: Tools for Diagnosing Organisations and Documenting Workplace Expertise. San Francisco, Berrett-Koehler.

Journals and databases

Major sources of information are the ProQuest and Emerald databases, available through the library. Gaining skills in using databases such as these is one of the most important parts of the university experience, and you are expected to demonstrate use of this resource in the individual essays. One useful way of tackling training and development is to work through a subject index, such as that used in ProQuest, where you work through in this sequence: topic finder / business and industry / human resource management / training and development. Other major databases to explore are Emerald (Library web page) and www.ingenta.com.

Important magazines and journals available on line are:

- T and D - the magazine of the American Society of Training and Development. Available on ProQuest, this is a practitioner journal which frequently summarizes important research.
<http://proquest.umi.com/pqdlink?Ver=1&Exp=07-012007&REQ=3&Cert=8RkgPFRptdQar916xzihnFf39D3JAAxDzRX3u6KQZzkqD5QwNI3hsVwC9wVoeEEc&Pub=23953>
- Training Magazine, published in Minneapolis. The second most significant practitioner journal from the United States.
- Human Resource Development Quarterly
- Development and Learning in Organisations – an international journal (Emerald database)
- Journal of Management Education

Local practitioner magazines are:

- People and Performance, the magazine of the New Zealand Association of Training and Development.
- Human Resources, the magazine of the Human Resources Institute of New Zealand.

Important websites

New Zealand Association of Training and Development: <http://www.nzatd.org.nz>

The Human Resources Institute of New Zealand Inc <http://www.hrinz.co.nz>

This site has a well organised list of Human Resources organisations in different countries.
<http://www.btinternet.com/~alan.price/hrm/hrsoc.htm>

The Academy of Human Resource Development, the only substantial academic group involved in training issues is at: <http://www.ahrd.org>

The American Society for Training and Development, the major professional body involved in the field of training is at: <http://www.astd.org>

The British Institute of Personnel and Development, is at <http://www.ipd.co.uk>

www.tec.govt.nz - an important site for learning about the New Zealand system for training.

www.dol.govt.nz - the Department of Labour home page from which you can link to useful papers, statistics, and links.

www.eeotrust.org.nz - a useful site aimed at New Zealand employers which contains a wealth of practical information on EEO and diversity.

See the website of the government agency Careers Service for information about particular occupations: <http://www.careers.govt.nz>

A website with a well organised list of learning theories is <http://www.learning-theories.com/>

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/



Victoria Management School

HRIR 307 Individual Assignment Cover Sheet

Name: _____

Student ID: _____

WORD COUNT: _____

Date Due: _____

Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____



Victoria Management School

HRIR 307

Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>	
Student ID	Name As it appears in your enrolment	Tutorial No/Tutor's name
Contact Details	<i>Phone</i> _____ <i>Email</i> _____	

Specify which section (criteria specified in the mark sheet) you wish to be re-examined

Note: requests to re-examine "all" criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined:

Note: "I think it is worth more," is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....

Signature _____ Date _____