

Victoria Management School

HRIR 307 HUMAN RESOURCE DEVELOPMENT

Trimester Two 2012

COURSE OUTLINE

Course Coordinator

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Trimester Dates

Teaching Period: Monday 16 July – Friday 19 October 2012

Study Period: Monday 22 October – Thursday 25 October

Examination Period: Friday 26 October – Saturday 17 November (inclusive)

Class Times and Room Numbers:

Thursdays, 2.40 p.m. – 4.30 p.m., RHLT2 Rutherford House Lecture Theatre Two, ground floor.

Tutorials: schedule will be available on Blackboard

Tutorials will be held in weeks 3,4,5,6 and 8,9 and 10.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 27 July 2012.
2. The standard last date for withdrawal from this course is Friday 28 September 2012. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late', including supporting documentation.

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’ and more recently ‘learning 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:

1. Explain the theory underpinning the training and development cycle of analysis, delivery and evaluation; (assessed by the group and individual assignments, and examination)
2. 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)
3. Communicate how principles of HRD can be applied to workplaces; (assessed by individual assignments and group presentations)
4. 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 of the 12 classes and at least 6 of 7 tutorials.** 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 10 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 works effectively only to the extent 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.

Lectures

Lectures will link with course reading material, discuss key theories and concepts, and provide case studies that demonstrate application of theories and models used on the programme. Lectures will be interactive and employ action learning techniques that will engage participants on an individual and group basis. External guest speakers will contribute lectures of 40 – 50 minutes for some of the lecture sessions and will present the learning and development issues faced by their organisation and in what ways they have been addressed.

Tutorials

A tutor will lead up to 7 tutorial sessions lasting one hour during the trimester for groups of up to 17 participants. Each tutorial will focus on a key theme selected from the overall programme and recommended readings, supplemented with case studies. Tutorials are a key opportunity to meet with a tutor and other students on a small group basis and gain further perspectives on course topics. If you feel that you would like a particular topic or part of the course discussed at a tutorial, contact your tutor beforehand and let him or her know. Tutors will welcome advance notice of any issues or concerns you have so they can decide whether these are general and warrant use of tutorial time and, perhaps copies of additional material, or whether to arrange to discuss them with you personally.

Signing up for tutorials

Please sign-up to a tutorial group through S-cube. If you have been unable to sign up for a tutorial by Friday 30th July contact the Tutorial Coordinator (Garry Tansley).

Readings

Noe, Raymond A., and Winkler, Colin (2012). Training and Development: Learning for Sustainable Management. New York: McGraw-Hill. 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.

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. San Francisco: Berrett-Koehler.

Course Content

Week	Lecture Topics, Key Themes	Activities & Tutorials
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<p>1 July 19</p>	<p><u>Introductions, course overview</u> 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><u>Key Terms</u> New Zealand Qualifications Framework High leverage training Learning organisation Instructional system design Virtual team</p>	<p><u>Readings</u> Ch1: Intro to Training and Development</p>
<p>2 July 26</p>	<p><u>Strategic Training</u></p> <p>Learning goals</p> <ul style="list-style-type: none"> • Analyse what factors can lead to success or failure in HRD, such as culture and alignment with firm strategy. • Analyse the advantages of different ways of organising training and development. <p><u>Key Terms</u> Community of practice 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><u>Activity</u> Opening blog due by Wednesday 4 p.m.</p> <p>Come prepared to discuss a performance problem you have seen in a workplace or team and whether and how training could have addressed it. Read the case on Page 76 – How does the ‘Ulysses’ programme contribute to the strategic goals of Price Waterhouse Coopers?</p> <p><u>Readings</u> Ch 2: Strategic Training Robert Mager – Is it a training problem? (course reader)</p>
<p>3 Aug. 2</p>	<p><u>Needs assessment</u></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><u>Key Terms</u> Basic skills, Benchmarking, Cognitive ability, Competency model, Content expert, Focus group, Job analysis, Needs assessment, Norms, Self</p>	<p><u>Tutorials meet for the first time this week.</u> <u>Topic:</u> Needs assessment</p> <p><u>Guest Speaker:</u> Lana Bright, Ministry of Social Development</p> <p><u>Readings</u> Ch 3. Needs Assessment Readings booklet: Robinson and Robinson – GAPS analysis.</p> <p>Case: The New Zealand Customs</p>

	efficacy, Situational constraints.	Service
4 Aug. 9	<p><u>Learning: Theories and program design</u></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><u>Key Terms</u> Andragogy, Attitude, Cognitive strategies, Course objectives, Error management training, expectancy, goal-setting theory, instrumentality, intellectual skills, perception, rehearsal, reinforcement theory, retrieval, self-efficacy, whole practice.</p>	<p><u>Activity</u> Complete an online Myers Briggs questionnaire as below, or the Keirsey and Bates indicator in the readings: http://www.humanmetrics.com/cgi-win/JTypes2.asp Please read [text on Myers Briggs] and come prepared to discuss the implications for your own learning at the August 9 class.</p> <p><u>Readings</u> Ch 4. Learning Theories and Programme Design</p> <p><u>Tutorial</u> Learning theories and programme design</p>
5 Aug. 16	<p><u>Transfer of Training</u></p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify how to ensure transfer of training can occur. Discuss implications of cognitive theories for training. <p><u>Key Terms</u> Action plan Application assignments Climate for transfer Far transfer Knowledge management Near transfer Stimulus generalisation approach Theory of identical elements Transfer of Training</p>	<p><u>Guest Lecturer:</u> Diane Edwards, Ports of Auckland and Zuri Consulting – strategies for performance improvement.</p> <p><u>Readings</u> Ch. 5. Transfer of Training Barbazette – How effective is your training style? (course readings)</p> <p><u>Case study:</u> New Zealand Police – how does organisational culture affect the transfer of training?</p> <p>Application of the Myers Briggs Indicator to individual and organisational training.</p> <p><u>Tutorial</u> Identify individual and group projects</p>
6 Aug. 23	<p><u>Training Evaluation and review of learning to date</u></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. 	<p><u>Guest speaker:</u> John Faisandier, ‘Thriving under Fire (TUF) on experiential training.</p> <p><u>Activity</u> Review programme to date End of lecture questions</p>

	<ul style="list-style-type: none"> Relate proposed ‘learning journey’ assignments to training theory. <p><u>Key Terms</u> Affective outcomes, cognitive outcomes, comparison group, cost-benefit analysis, formative evaluation, Hawthorne effect, indirect costs, post-training measure, pre-training measure, reaction outcomes, return on investment, skill-based outcomes, summative evaluation, time series, utility analysis.</p>	<p><u>Readings</u> Ch. 6. Training Evaluation Case: The safety training programme, Page 87 of the booklet. How should this training be conducted?</p> <p><u>Tutorial:</u> Develop individual and group projects Review</p>
Mid Term Break		
7 Sept. 13	<p><u>Traditional Training Methods</u></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><u>Key Terms</u> Action learning, adventure learning, application planning, apprenticeship, behaviour modelling, business game, case study, experiential learning, on-the-job-training, role play, self-directed learning, simulation, vicarious reinforcement.</p>	<p><u>Guest coordinator:</u> Geoff Plimmer, Victoria Management School.</p> <p><u>Activity</u> Hand in individual assignments Continue research on group project</p> <p><u>Readings</u> Ch. 7. Traditional Training Methods</p>
8 Sept. 20	<p><u>Revision of key terms</u> <u>E-Learning and the use of technology.</u></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><u>Key Terms</u> Asynchronous, avatar, blended learning, distance learning, intelligent tutoring system, interactive video, learning management systems, synchronous, virtual reality</p>	<p><u>Guest speaker:</u> Austen Sinclair, E-Learning Specialist, Inland Revenue.</p> <p><u>Readings</u> Ch. 8. E-Learning</p> <p><u>Tutorial 5</u> Training methods</p>
9 Sept. 27	<p><u>Employee Development</u></p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify how assessment of personality type, work behaviours and job performance can be used for employee development. 	<p><u>Guest speaker:</u> Jeremy Baker, Executive Director, Industry Training Federation. Industry training strategy in New Zealand.</p> <p><u>Activity</u></p>

	<ul style="list-style-type: none"> • Explain characteristics of successful mentoring programmes. • Explain characteristics of successful coaches. <p><u>Key Terms</u> 360-degrees feedback, assessment centre, coach, development planning, group mentoring, in-basket, job enlargement, job rotation, leaderless group discussion, mentor, Myers Briggs Type Indicator, role play, upward feedback</p> <p>From Ch 10: Attitude awareness and change Cross cultural preparation, managing diversity, realistic job preview, succession planning, virtual expatriates.</p>	<p>Individual assignment presentations</p> <p><u>Readings</u> Ch. 9. Employee Development Ch. 10. Special issues.</p> <p><u>Tutorial 6</u> Employee development</p>
<p>10 Oct. 4</p>	<p><u>Career development</u></p> <p>Learning goals Identify how to apply training and development concepts to your career.</p> <p><u>Key Terms</u> Career identity, career resilience, establishment stage, mentor, project career, psychological contract, self assessment, sponsor.</p> <p>Ch. 12. Change management, embedded learning, organisation development, power, process consultation, rapid instructional design, re-engineering, survey feedback, telecommuting, virtual work arrangement</p>	<p><u>Readings</u> Ch 11. Careers & Career Management Ch. 12. Future of Training & Development</p> <p>Presentations: Examples of individual theories and theorists from assignment work.</p> <p><u>Tutorial 7</u> Review</p>
<p>11 Oct. 11</p>	<p><u>Presentations</u> of individual and group work about training theorists and theories</p>	<p>Presentations plus hand in of the group assignment written work.</p>
<p>12 Oct. 18</p>	<p><u>Revision</u> of course coverage.</p>	
	<p><u>Study Period and Exams</u></p>	

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- Attend at least **9 of the 12 lectures and 6 of 7 tutorials**
- **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

A class representative will be sought during lecture two, and their name 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.vuw.ac.nz>). Any changes to the course timetable or content, or other announcements, will be raised in lectures and on the Blackboard server.

Assessment Requirements

	Title	Weight	Date
1	Blog Contributions. You start the trimester with the entire 10 marks; 2 marks are deducted for <u>each</u> missed blog; 1 mark deducted for very short or unfocused blogs.	10%	Weekly Contributions due by 5 p.m. on Monday but preferably earlier than this to allow others in the class to read.
2	Opening and closing blog entries – up to 300 words each, contributed to the ‘whole of class’ forum – 5 marks each	10%	Opening introduction by 5 p.m. Monday July 23. Closing blog due by 5 p.m., Monday, October 15.
3	Individual Assignment: Report, 2000 words.	30%	Hand in to assignment box 15 by 4p.m. Friday August 24.
4	Group project and team presentation.	10%	Week 11, October 11
6	Final Examination 2 hours	40%	26 October - 17 November
	TOTAL	100%	

Blog Contributions (20%)

Blog contributions are an opportunity to reflect on the course content and communicate with your peers.

Opening Blog

This is an opportunity to introduce yourself to the class and identify an aspect of training you think you might focus on during the course. These introductions will be used in week two and three to help form tutorial groups.

This is also an opportunity to apply for the following positions within your team:

- Learning co-ordinator. This role will give an opportunity to test out learning theories in action in the class, working with the lecturer and tutor to evaluate progress with the course goals.
- Presentation coordinator: This role will involve planning for the presentations scheduled for week 11. The content of these presentations is elaborated on below. Each tutorial group

will need two or three presentation coordinators. This role will give CV relevant experience of designing and delivering a presentation.

If you wish to extend your learning by tackling one of these roles, outline the relevant qualities, skills, knowledge and experience you have to offer for these positions. These blogs will be marked for the quality of the ideas, grammar and fluency, so please edit before posting. Word limit = 300 words.

Weekly Blogs

These are intended to be a learning reflection diary in which you identify issues in current reading that you would like explained; insights you have gained from class lectures, discussions and guest speakers and ideas which can assist individual report writing and the group presentations. This may include guest speaker reflections, application of theories to 'real life' organisations or communicating the key ideas from the readings.

Blogs should be 200 – 400 words in length. Feel free to add links to YouTube clips, articles and pictures to help get your point across. Each quality blog submitted will give your learning community more opportunity to learn, clarify and remember the key concepts of training and development. Please do regularly provide comments to other blogs.

Please note that blogs lacking in substance or critical thinking, or appearing rushed, will have 1 mark deducted. This is to ensure all team members are providing useful and beneficial contributions. Each late or missing blog entry will cause a loss of 2 marks.

Closing Blog

Up to 300 words reflecting on your end-of-term understanding of training and development. What has become clearer about this subject as a result of the study? Be specific about the concepts or insights from practitioners that have informed your understanding. Comment on ways in which the course has contributed to your learning.

Individual Report on an idea or theorist (25%)

Due: 4pm, Friday 24th August (hand in to Box 17 on the mezzanine floor)

Word limit: 2,000 words (excluding references and executive summary)

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. Tutorial time will be given to discussing who plans to cover which topics, to encourage a good spread of theories and theorists.

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 applied to a particular workplace performance issue?
 - What are some issues that might need consideration in applying it to this workplace?
 - Are there better ideas / theorists?
 - Would it work well alongside other ideas/theorists?

Full details of the assignment will be posted on Blackboard along with the marking schedule and discussed in the first tutorial.

Suggested theorists and ideas – please feel free to choose more widely, using references from Noe, from the reading list and library resources and from scanning recent articles in the journals of the American Society of Training and Development and New Zealand Association of Training and Development - <http://www.nzatd.org.nz/?entityType=HTML&id=43>

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
Myers Briggs Indicator and relevance to training and learning
Philips, Jack – training evaluation
Raelin, Joseph – work-based learning
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

Emerging issues in internet-based training
Trends in workplace training in New Zealand
Digitalisation of work and its impact on training – facilitating training at a distance
Training in particular contexts e.g. finance sector, call centres, tourism, building industry etc.

Group Project & Team Presentation (10%)

Due: *In class, week 11*
Presentation length: 7-8 minutes
Report length: 3 pages

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 share your individual understanding of theory and develop skills in written and oral presentation, project management and teamwork. This is intended to provide a small but realistic example of the application of training and development. The topic for this group will be most effective if it emerges from the individual work done during the first half of the course. The focus might be on a single organization, an industry sector, or an area of skill, knowledge or behavior change. The first challenge for groups is to identify a topic which will engage all its members.

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, draw on ideas from the course and the theorist or theory you have researched for your individual assignment. Provide a short proposal for a training response.

The assignment consists of two components:

- a. A 7 – 8 minute group presentation, to a panel of HR professionals (members of the class and hopefully members of the industry) supported by
- b. A three page proposal stating your case that should include:
 - o Your understanding of needs, and what you may need to do to further identify needs
 - o What the problem or opportunity is, and why it is important to the organisation, the outcome and objectives of your proposed program
 - o The program design, and a sample of developed content
 - o The logic and reasoning of your program design
 - o Appendix – presentation of budget.

	Marks	Exc	V.good	Good	Satisfac tory	Unsat- isfact- ory
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?	2					
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?	3					
Does the report communicate effectively? Is the proposed course of action presented clearly? Are technical features correct: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction?	2					
Group presentation to industry representatives. How succinctly and persuasively did the group communicate? How well did the group engage its audience? How professional was the presentation?	3					

Handing in assignments

A hardcopy of assignments should be submitted by the due date and time to **Assignment Box 15 on the Mezzanine floor** of Rutherford House (Pipitea Campus). Late assignments must be handed to the 10th floor reception of Rutherford House. All completed assignments must have a cover

sheet. 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.

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.

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 (marks available means what the assignment is worth i.e. 20% or 20 marks)** for an assignment submitted after the due time on the due date **for each part day or day late.** (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **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 students 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 clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), 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.

Final Examination

Examination dates for trimester two: 26 October – Saturday 17 November (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 **40% of the total marks** available for this course. It is a closed book 2-hour examination.

Grading Guidelines

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

A+	Excellent performance in all respects at this level
A	Excellent performance in almost all respects at this level
A-	Excellent performance in many respects at this level
B+	Very good, some aspects excellent
B, B-	Good but not excellent performance at this level
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 to have achieved at least an average "C" in assessment overall. Note this is a failing grade.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment into the following place:-

- Pipitea Campus – the Reception Desk on Level 10 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it. Allow up to 5 days for remarks to be completed.

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.victoria.ac.nz/library/research/reference/referencingguides.aspx>

References which can assist with the assignments

- Armstrong, Steve, and Cynthia Fukami (2009) *The SAGE handbook of management learning, education and development* [electronic resource available through VUW library catalogue]
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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.
- 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. Available at: <http://www.nzatd.org.nz/?entityType=HTML&id=43>
- 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/>

Email Contact

Students wishing to contact staff by email should adhere to the following instructions: Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, e.g.

HRIR307_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

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/

Communication

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

(<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).



Victoria Management School

HRIR 307 Individual Assignment Cover Sheet

Name: _____

Student ID: _____

Date Due: _____

Date Submitted: _____

Tutorial day: _____

Tutorial time: _____

Word count: _____

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 <i>As it appears in your enrolment</i>	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