TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Management

HRIR 307 HUMAN RESOURCE DEVELOPMENT

Trimester Two 2014

COURSE OUTLINE

Course Coordinator
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Trimester Dates
Teaching Period: Monday 14 July – Friday 17 October
Study Period: Monday 20th October – Thursday 23rd October
Examination Period: Friday 24th October – Saturday 15th November (inclusive)

Class Times and Room Numbers:
Wednesdays, 2.40 – 4.30 p.m., GBLT2 Government Buildings Lecture Theatre Two
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 Friday 25th July 2014.

2. The standard last date for withdrawal from this course is Friday 26th September. 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. The application form is available from either of the Faculty's Student Customer Service Desks.

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. The subject is more generally applicable to the continuous learning which is an increasing feature of all work.

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.

 While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. **Please do not work together to formulate a response and do not loan out your completed assignments.** You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

Expected Workload
A total of 150 hours of work is expected from students in this course. This consists of 33 hours of classes, eight hours per week outside classes during teaching weeks spent reading, studying and writing assignments, and a further 21 hours revising during mid-trimester break and study week.

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-cubed. If you have been unable to sign up for a tutorial by Friday 26th 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
1 **July 16**	**Introductions, course overview** **Explanation of group project, the training and development cycle and effective training strategies.** **Learning goals** • Assess the contribution of training to workplace productivity. • Identify individual interests to assist development of an effective learning community. **Key Terms** New Zealand Qualifications Framework High leverage training Learning organisation Instructional system design Virtual team	**Readings** **Ch1:** Intro to Training and Development
2 **July 23**	**Strategic Training** **Learning goals** • 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. **Key Terms** 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.	**Activity** Blog 1, due by Tuesday 22, 4 p.m. 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? **Readings** Ch 2**:** Strategic Training Robert Mager – Is it a training problem? (course reader)
3 **July 30**	**Needs assessment** **Learning goals** • Recognise concerns of managers / trainers in needs assessment.	**Tutorial 1** **Topic:** Needs assessment **Readings** Ch 3. Needs Assessment Readings booklet: Robinson and

	• Identify different methods of Training Needs Analysis and their advantages and disadvantages. **Key Terms** Basic skills, Benchmarking, Cognitive ability, Competency model, Content expert, Focus group, Job analysis, Needs assessment, Norms, Self efficacy, Situational constraints.	Robinson – GAPS analysis. Case: The New Zealand Customs Service
4 **Aug. 6**	**Learning: Theories and program design** **Learning goals** • Identify types of learning outcomes and their implications for training. • Incorporate adult learning theory. **Key Terms** 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.	**Activity: Blog 2** 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 this week's class. **Readings** Ch 4. Learning Theories and Programme Design **Tutorial 2** Learning theories and programme design. Identify individual report topics
5 **Aug. 13**	**Transfer of Training** **Learning goals** • Identify how to ensure transfer of training can occur. • Discuss implications of cognitive theories for training. **Key Terms** Action plan Application assignments Climate for transfer Far transfer Knowledge management Near transfer Stimulus generalisation approach Theory of identical elements Transfer of Training	**Activity: Blog 3** **Readings** Ch. 5. Transfer of Training Barbazette – How effective is your training style? (course readings) Application of the Myers Briggs Indicator to individual and organisational training. **Tutorial 3** Training Transfer
6	**Training Evaluation** **and review of learning to date**	**Activity**

Aug. 20	**Learning goals** • 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. **Key Terms** 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.	Review programme to date End of lecture questions . **Readings** Ch. 6**.** Training Evaluation Case: The safety training programme, Page 87 of the booklet. How should this training be conducted? **Tutorial 4.** Evaluation and Review
	Mid Term Break	
7 Sept. 10	**Traditional Training Methods** **Learning goals** • Identify strengths and weaknesses of presentational, hands-on and group building training methods. **Key Terms** 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.	Hand in assignments at beginning of the class on September 10 **Activity** Begin research on group project **Readings** Ch. 7. Traditional Training Methods
8 Sept. 17	**Revision of key terms** **E-Learning and the use of technology.** **Learning goals** • 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. **Key Terms** Asynchronous, avatar, blended learning, distance learning, intelligent tutoring system, interactive video, learning management systems, synchronous, virtual reality	**Activity: Blog 4** **Readings** Ch. 8**.** E-Learning **Tutorial 5** Training methods Identify group assignment topics
9 Sept. 24	**Employee Development** **Learning goals** • Identify how assessment of personality type,	**Activity: Blog 5**

	work behaviours and job performance can be used for employee development. • Explain characteristics of successful mentoring programmes. • Explain characteristics of successful coaches. **Key Terms** 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 From Ch 10: Attitude awareness and change Cross cultural preparation, managing diversity, realistic job preview, succession planning, virtual expatriates.	**Activity** Individual assignment presentations **Readings** Ch. 9. Employee Development Ch. 10. Special issues. **Tutorial 6** Employee development Develop group assignments
10 Oct. 1	**Career development** **Learning goals** Identify how to apply training and development concepts to your career. **Key Terms** Career identity, career resilience, establishment stage, mentor, project career, psychological contract, self assessment, sponsor. **Ch. 12.** Change management, embedded learning, organisation development, power, process consultation, rapid instructional design, re-engineering, survey feedback, telecommuting, virtual work arrangement	**Activity: Blog 6** **Readings** Ch 11. Careers & Career Management Ch. 12. Future of Training & Development Presentations: Examples of individual theories and theorists from assignment work. **Tutorial 7** Review
11 Oct. 8	**Presentations** of individual and group work about training theorists and theories	Presentations plus hand in of the group assignment written work.
12 Oct. 15	**Revision** of course coverage.	**Activity: Blog 7 (final)**
	Study Period and Exams	

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 **4 p.m. on the Tuesday before class, in the weeks where blogs are required,** 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 4 p.m. **Tuesday July 22.** Closing blog due by 4 p.m., **Tuesday, October 14.**
3	Individual Assignment: Report, 2000 words.	30%	Hand in to class at 2.40 p.m. on Septe3mber 10. .
4	Group project and team presentation.	10%	Weeks 10 and 11 through both tutorials and lectures.
6	Final Examination 2 hours	40%	During examination period.
	TOTAL	**100%**	

<u>Blog Contributions (20%)</u>
Blog contributions are an opportunity to reflect on the course content and communicate with your peers.

<u>Opening Blog</u>
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 weeks 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.

Regular Blogs (five outside the opening and closing 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 (30%)
Due: *Hand in at beginning of week 7 at the lecture theatre*
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?

By the first tutorial in week three, ensure you have identified up to three topics on the list below that you would like to write about as your individual assignment, due by the end of the first half of term. In tutorials, every effort will be made to spread the topics listed below so the whole tutorial can benefit from students working on diverse subjects. You are welcome to vary the description of the report, but please check with your tutor for a final agreed wording before embarking on the report. Ensure you check the criteria for marking of this report against the research you plan to undertake. None of these reports is likely to be effective unless you begin assembling references as soon as possible. During the second half-term, themes tackled through these reports will be used for individual presentations in tutorials and to create the basis for group training consultancy reports.

Assignment number		Chapt. Number
1	Training and development specialists continue to debate whether the Instructional Design Model is flawed. Canvass the arguments about the use of variations on this model and use an example to apply your conclusions.	1
2	In what ways is technology improving training and development? Using references to recent research, obtained through ProQuest and other databases, present scenarios for the delivery of training in five years time	1
3	Compare and contrast the training activities of an organisation that is dominant in its market (perhaps a Government organisation with no competitor) with an organisation that emphasises research and development.	2
4	What are the debates about human capital and their relevance for taking a strategic approach to training and development. Identify a New Zealand organisation which takes a human capital approach and from published information analyse how it implements this strategy through training and development.	2
5	Examine arguments for and against centralised, decentralised and outsourced approaches to training. Demonstrate your ability to go beyond the text book by sourcing references from databases such as ProQuest.	3
6	Assemble arguments for and against the use of competency models as a basis for training needs assessments. How does it differ from traditional needs assessment? Explain the development of this form of work design and performance assessment, and through use of research databases identify current debates.	3
7	Identify and justify steps needed for an effective Training Needs Analysis using an appropriate example organisation to demonstrate your knowledge of the theory of this topic.	3
8	Using an organisation of your choice, prepare a structured needs analysis for a specific training challenge, explaining the techniques you favour. Provide classic and recent references to support your approach to needs analysis.	3
9	Analyse expectancy and social learning theory and provide illustrations of where these theories might most usefully be applied.	4
10	Analyse reinforcement and information processing theories and provide examples of where these might most usefully be applied.	4
11	What does age have to do with readiness for training? Examine debates about whether different age groups of people learn in different ways, and how organisations and trainers should prepared to cater for different groups.	4
12	If your immediate manager said 'why do I need to tell you what type of learning capability I'm interested in? I just want a training programme to	4

	teach employees how to give good customer service' – what would your response be. How would you analyse 'good customer services' in terms of learning outcomes?	
13	What learning conditions are needed for short and long-term retention of training content? Use an example from a sector familiar to you to demonstrate how you would apply theory to action.	4
14	What theories might be most helpful for training a group of project managers in a software development organisation? Demonstrate your understanding of the context of the industry and task environment.	4
15	What are effectively written learning objectives? Examine standards set by Industry Training Organisations or the New Zealand Qualifications Authority to explain how theory is translated into practice.	4
16	Using a specific training programme and organisational context, identify steps which can be taken pre-training, during training and post training to facilitate transfer of training to the workplace.	5
17	Drawing on key theorists in the field, analyse the concept of the learning organisation and examine what a specific, named organisation needs to do to earn a reputation as a 'learning organisation.'	5
18	Apply the concept of 'knowledge management' to improving performance in a specific work setting.	5
19	Using an example, examine the arguments for and against evaluating training for results and 'return on investment'.	6
20	The qualitative research method of 'success case studies' is proposed as an alternative form of training evaluation. What are the arguments for and against this approach?	6
21	If you had to choose between adventure learning and action learning for developing an effective team, which would you choose and why? Ensure you demonstrate your understanding of research about these different forms of training.	7
22	What are the strengths and weaknesses of the lecture, case study and behaviour modelling? Ensure you demonstrate your understanding of research about these different forms of training.	7
23	What are the components of effective team performance? Which model of team performance do you find most useful? How might training improve team effectiveness?	7
24	Identify a training provider which delivers primarily through the internet and analyse the learning strategies this provider uses. What are the advantages and disadvantages of this approach compared with traditional training?	8
25	What role does assessment play in employee development, and what are examples of such assessment?	9
26	What are the potential benefits of mentoring and coaching for development? How should organisations prepare to get the most benefit from these strategies?	9
27	Choose a topic covered in Chapter 10, special issues, which is of particular interest to you. Research the issues and provide recommended actions for a specific organisation.	10
28	What theories about careers seem most relevant for you as you embark on a career? Evaluate different theories about the roles of organisations and individuals in managing careers.	11
29	Choose a sector you wish to specialise in and identify the industry training strategy for that sector, eg retailing, finance, information technology. What	

| | are the debates in the sector about the different roles of trainees, government and employers? How effective is delivering of training to the sector? | |

Individual Report Marking Criteria

		Marks	Excellent	Very Good	Good	Adequate	Poor
Explain the theory underpinning HRD	**Executive summary:** Provides an overview of the report findings. Can be read as a standalone document	2					Unclear overview of the report findings, reliant on main report to support argument and main points.
	Introduction: Outlines subject/topic, and introduces the overall report objectives and structure	3					Unclear description of report topic, objectives and structure not outlined
	Literature review: Seminal and recent literature pertaining to the topic examined. Key points are identified and explored	7					Little evidence of research and lacks major works on the topic. Key points are poorly described.
Communicate how principles of HRD can be applied to workplaces	**Strengths and limitations:** Clearly supported in the discussion. Covers where the topic is suitable, what are the limitations and critiques and how it works alongside other topics	5					Are not addressed, or are unsound and not supported by discussion. Unclear argument.
	Application to a performance issue: Topic is applied to a specific workplace or performance issue. Issues that may arise are addressed	5					Application is irrelevant or lacks understanding. Potential issues are not addressed.
	Conclusion: Clearly stated, accurately summarises and synthesises report findings	3					Conclusions unclear, patchy and do not synthesise findings
Communication	**Grammar and style:** Correct report style, grammatical sentences, and correct spelling and punctuation. References acknowledged	5					Incorrect report style, ungrammatical sentences, incorrect spelling/punctuation. Inconsistent and incorrect referencing

Group Project & Team Presentation (10%)

Due: *In class, weeks 10 and 11*
Presentation length: 7-8 minutes
Report length: 3 pages + 1 page budget (appendix)

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 or challenge, 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. Only include direct additional costs, not staff time.

	Marks	Exc	V.good	Good	Satistfactory	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 the **HRIR 307 assignment box number 15** (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

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 final examination for this course will be scheduled at some time during the following period:
Friday 24th October – Saturday 15th November (inclusive)
The examination is worth **40% of the total marks** available for this course. It is a closed book 2-hour examination.

Grading Guidelines

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

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

A+	90%–100%	Outstanding performance
A	85%–89%	Excellent performance
A-	80%–84%	Excellent performance in most respects
B+	75%–79%	Very good performance
B	70%–74%	Good performance
B-	65%–69%	Good performance overall, but some weaknesses
C+	60%–64%	Satisfactory to good performance
C	55%–59%	Satisfactory performance
C-	50%–54%	Adequate evidence of learning
Fail		
D	40%–49%	Poor performance overall, some evidence of learning
E	0–39% 20	Well below the standard required

K   Fail due to not satisfying mandatory course requirements

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. 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]

Barbazette, J. (2006). The art of great training delivery: Strategies, tools and tactics. San Francisco: Pfeiffer.

Brinkerhoff, R. (2006). Telling Training's Story: Evaluation made simple, credible and effective. San Francisco: Berrett-Koehler.

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Gardner, H. (1985). The Mind's New Science: A History of the Cognitive Revolution. New York: Basic Books.

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Knowles, M. (1990). The Adult Learner: A Neglected Species. Houston, TX: 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.

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Maier, N. F., Solem, Allen, and Maier, Ayesha. (1975). The Role-Play Technique. La Jolla, CA: University Associates.

Pfeffer, J., and Sutton, R. I. (2000). The Knowing-Doing Gap. How Smart Companies Turn Knowledge into Action. Boston, MA: 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, TX: 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. San Francisco: Jossey-Bass.

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. 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). <u>The fifth discipline: the art and practice of the learning organization</u> New York: Doubleday / Currency.

Stewart, J., McGoldrick, J., and Watson, S., Ed. (2001). <u>Researching Human Resource Development</u>. London: Routledge.

Swanson, R. (2007). <u>Analysis for Improving Performance: Tools for Diagnosing Organisations and Documenting Workplace Expertise.</u> 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.

- 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 organisations which might be helpful are:
- The New Zealand Association of Training and Development
  at: http://www.nzatd.org.nz/?entityType=HTML&id=43

- The Human Resources Institute of New Zealand (which you can join as a student member). Access to articles from the Human Resources magazine are
  at http://www.hrinz.org.nz/Site/Resources/Magazine/default.aspx

Other useful websites

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 Chartered Institute of Personnel and Development, is at http://www.cipd.co.uk

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

www.dol.govt.nz - the home page at the Ministry of Business, Innovation and Employment, which focuses on work carried out by the Department of Labour prior to a merging of organisations.

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.

<div align="center">HRIR307_Smith_Pauline_3000223344_Ass1 Query</div>

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.

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Management

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
UNIVERSITY OF WELLINGTON

School of Management

HRIR307
Request for re-examination of assessed work

	Assessment affected: *e.g. Assignment*	
Student ID: _____	**Name** *as it appears in your enrolment* _____	**Tutorial No:** _____ **Tutor's Name:** _____ **Tutorial Day** _____ **and Time:** _____
Contact Details:	*Phone:* _____ *Email:* _____	

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.

_____

_____

_____

_____

_____

_____

_____

Signature: _____ Date: _____