

School of Management

## **HRIR 307 HUMAN RESOURCE DEVELOPMENT**

Trimester 2, 2015

### **COURSE OUTLINE**

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#### **Names and Contact Details**

##### **Course Coordinator**

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##### **Administrator**

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##### **Undergraduate Programme Manager**

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##### **Tutor**

Jacinda Ashley-Jones                      Email: [ashleyjonesja@gmail.com](mailto:ashleyjonesja@gmail.com)

#### **Trimester Dates**

Teaching Period: Monday 13<sup>th</sup> July – Friday 16<sup>th</sup> October  
Study Period: Monday 19<sup>th</sup> October – Thursday 22<sup>nd</sup> October  
Examination Period: Friday 23<sup>rd</sup> October – Saturday 14<sup>th</sup> November (inclusive)

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 24<sup>th</sup> July 2015.
2. The standard last date for withdrawal from this course is Friday 25<sup>th</sup> September 2015. 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' form including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

### **Class Times and Room Numbers**

Thursday, 8:30-10:30a.m., GBLT3 Government Buildings Lecture Theatre Three

Tutorials: schedule will be available on Blackboard. Held in weeks 3,4,5,6 and 8, 9 and 10. If you have been unable to sign up for a tutorial by Friday 24<sup>th</sup> July contact Garry Tansley, the Undergraduate Programme Manager .

*It is a mandatory course requirement that attend at least 6 of 7 tutorials.*

### **Course Delivery**

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.

### **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 use action learning techniques that will engage participants individually and in groups, so attendance is particularly important to gain from this studying a subject which will be demonstrated in class time. Guest speakers will contribute at some sessions about applications of learning and development theory. A full list of speakers will be announced via blackboard.

### **Tutorials**

A tutor will lead 7 tutorial sessions lasting 50 minutes during the trimester. 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.

### **Group Work**

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.

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 to lectures and tutorials is critical for discussion-based learning. 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**

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.

### **Prescription**

An analysis of ways in which training and development can assist organisational performance and capability. The course examines theory and practice in the areas of performance analysis, training design, delivery and evaluation, with applications to personal career planning.

### **Learning Objectives**

#### **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 Learning 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.

## Course Content

As speakers are confirmed, an updated course outline will be provided via blackboard.

Week beginning	Lecture Topics	Readings and Key Terms	Activities & Tutorials
<p><b>1</b> <b>Jul 13</b></p>	<p><b><u>Introductions and course overview</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>• Assess the contribution of training to workplace productivity.</li> <li>• Identify individual interests to assist development of an effective learning community.</li> </ul>	<p><b>Reading:</b> Ch1: Intro to Training and Development</p> <p><b>Terms:</b> New Zealand Qualifications Framework, high leverage training, learning organisation, instructional system design, virtual team</p>	
<p><b>2</b> <b>Jul 20</b></p>	<p><b><u>Strategic Training</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>• Analyse what factors can lead to success or failure in HRD, such as culture and alignment with firm strategy.</li> <li>• Analyse the advantages of different ways of organising training and development.</li> </ul>	<p><b>Reading:</b> Ch 2: Strategic Training, pg.76: How does the ‘Ulysses’ programme contribute to the strategic goals of Price Waterhouse Coopers? Course reader: Robert Mager – Is it a training problem?</p> <p><b>Terms:</b> Community of practice, tacit knowledge, 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><b>Activity:</b> Blog 1</p> <p><b>Lecture:</b> Come prepared to discuss a performance problem you have seen in a workplace or team and whether and how training could have addressed it. Also vote selection of class representatives.</p>
<p><b>3</b> <b>Jul 27</b></p>	<p><b><u>Needs assessment</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>• Recognise concerns of managers / trainers in needs assessment.</li> <li>• Identify different methods of Training Needs Analysis and</li> </ul>	<p><b>Readings:</b> Ch 3: Needs Assessment and course reader: Robinson and Robinson – GAPS analysis.</p> <p><b>Terms:</b> Basic skills, benchmarking, cognitive ability, competency model, content expert, focus group, job analysis,</p>	<p><b>Tutorial 1:</b> Needs assessment</p>

	their advantages and disadvantages.	needs assessment, norms, self efficacy, situational constraints.	
<b>4 Aug 3</b>	<p><b><u>Learning: Theories and program design</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Identify types of learning outcomes and their implications for training.</li> <li>Incorporate adult learning theory.</li> </ul>	<p><b>Readings:</b> Ch 4: Learning Theories and Programme Design.</p> <p><b>Terms:</b> 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><b>Activity:</b> Blog 2</p> <p><b>Lecture:</b> Complete an online Myers Briggs questionnaire (<a href="http://www.humanmetrics.com/cgi-win/JTypes2.asp">http://www.humanmetrics.com/cgi-win/JTypes2.asp</a>), or the Keirsey and Bates indicator in the readings: Please read [text on Myers Briggs] and come prepared to discuss the implications for your own learning at this week's class.</p> <p><b>Tutorial 2:</b> Learning theories and programme design. Identify individual report topics</p>
<b>5 Aug 10</b>	<p><b><u>Transfer of Training</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Identify how to ensure transfer of training can occur.</li> <li>Discuss implications of cognitive theories for training.</li> </ul>	<p><b>Readings:</b> Ch. 5: Transfer of Training and course reader: Barbazette – How effective is your training style?</p> <p><b>Terms:</b> 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><b>Guest Speaker:</b> John Faisandier, Thriving Under Fire (TUF)</p> <p><b>Activity:</b> Blog 3</p> <p><b>Lecture:</b> Application of the Myers Briggs Indicator to individual and organisational training.</p> <p><b>Tutorial 3:</b> Training Transfer</p>
<b>6 Aug 17</b>	<p><b><u>Training Evaluation</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Identify key elements of evaluation of training.</li> <li>Carry out a 'formative' assessment of the course to date.</li> <li>Relate proposed 'learning journey' assignments to training theory.</li> </ul>	<p><b>Readings:</b> Ch. 6: Training Evaluation and course reader (pg.87): The safety training programme &amp; How should this training be conducted?</p> <p><b>Terms:</b> Affective outcomes, cognitive outcomes, comparison group, cost-benefit analysis, formative evaluation, Hawthorne effect, indirect costs,</p>	<p><b>Guest Speaker:</b> John Faisandier, Thriving Under Fire (TUF)- continued from previous week.</p> <p><b>Activity:</b> Review programme to date End of lecture questions</p> <p><b>Tutorial 4:</b> Evaluation and Review</p>

		post-training measure, pre-training measure, reaction outcomes, return on investment, skill-based outcomes, summative evaluation, time series, utility analysis.	
	<b>Mid Term Break</b>		
<b>7 Sep 7</b>	<p><b><u>Traditional Training Methods</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of presentational, hands-on and group building training methods.</li> </ul>	<p><b>Readings:</b> Ch. 7: Traditional Training Methods</p> <p><b>Terms:</b> 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><b>Assignment:</b> Hand in assignments at beginning of the lecture on September 10<sup>th</sup>.</p> <p><b>Activity:</b> Begin research on group project</p>
<b>8 Sep 14</b>	<p><b><u>E-Learning and the use of technology</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Explain the strengths and limitations of e-learning.</li> <li>Compare and contrast the strengths and weaknesses of traditional training methods with those of technology-based methods.</li> </ul>	<p><b>Readings:</b> Ch. 8: E-Learning</p> <p><b>Terms:</b> Asynchronous, avatar, blended learning, distance learning, intelligent tutoring system, interactive video, learning management systems, synchronous, virtual reality.</p>	<p><b>Activity:</b> Blog 4</p> <p><b>Tutorial 5:</b> Training methods and identify group assignment topics</p>
<b>9 Sep 21</b>	<p><b><u>Employee Development</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Identify how assessment of personality type, work behaviours and job performance can be used for employee development.</li> </ul>	<p><b>Readings:</b> Ch. 9: Employee Development &amp; Ch. 10: Special issues.</p> <p><b>Terms:</b> Ch. 9 - 360-degrees feedback, assessment centre, coach, development planning, group mentoring, in-basket, job</p>	<p><b>Activity:</b> Blog 5 and individual assignment presentations</p> <p><b>Tutorial 6:</b> Employee development and develop group assignments</p>

	<ul style="list-style-type: none"> <li>• Explain characteristics of successful mentoring programmes.</li> <li>• Explain characteristics of successful coaches.</li> </ul>	<p>enlargement, job rotation, leaderless group discussion, mentor, Myers Briggs Type Indicator, role play, upward feedback. Ch. 10 - Attitude awareness and change</p> <p>Cross cultural preparation, managing diversity, realistic job preview, succession planning, virtual expatriates.</p>	
<p><b>10 Sep 28</b></p>	<p><b><u>Career development</u></b></p> <p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>• Identify how to apply training and development concepts to your career.</li> </ul>	<p><b>Readings:</b> Ch. 11: Careers &amp; Career Management &amp; Ch. 12: Future of Training &amp; Development</p> <p><b>Terms:</b> Ch. 11: 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</p>	<p><b>Activity:</b> Blog 6</p> <p><b>Lecture:</b> Presentations drawing on examples of individual theories and theorists from assignment work.</p> <p><b>Tutorial 7:</b> Review</p>
<p><b>11 Oct 5</b></p>	<p><b><u>Presentations</u></b> of individual and group work about training theorists and theories</p>		<p><b>Lecture:</b> Presentations plus hand in of the group assignment written work.</p>
<p><b>12 Oct 12</b></p>	<p><b><u>Revision of course coverage.</u></b></p>		<p><b>Activity:</b> Closing Blog (7<sup>th</sup> and final blog)</p>
	<p><b><u>Study Period and Exams</u></b></p>		

## 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.

## Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

	<b>Title</b>	<b>Weight</b>	<b>Date</b>
1	Blog Contributions – 5 blogs in addition to the opening and closing blogs, with a length of 200-400 words. Each blog mark is out of 2%.	10%	Weekly Contributions due by <b>10 a.m. on the Wednesday before class in the weeks where blogs are required</b> , but preferably earlier than this to allow others in the class to read.
2	Opening and closing blog entries – up to 300 words each. Each marked out of 5%.	10%	Opening introduction due by 10 a.m., <b>Wednesday 23<sup>rd</sup> July</b> . Closing blog due by 10 a.m., <b>Wednesday, 15<sup>th</sup> October</b> .
3	Individual Assignment: Must be in report format, select ONE question from list to answer. Total of 2000 words.	30%	Due before class (8:30AM), Thursday 10 <sup>th</sup> September. Hand into the HRIR307 assignment box (No.13), on Mezzanine Floor, Rutherford House.
4	Group project and team presentation.	10%	Presentations to class to be given in weeks 10 and 11, with final group written report to be handed in no later than at beginning of the week 12 closing session.
6	Final Examination 2 hours	40%	TBC during examination period.
	<b>TOTAL</b>	<b>100%</b>	

### Blog Contributions (20%)

Blog contributions are an opportunity to reflect on the course content and communicate with your peers. Blogs are marked on the style and quality of writing, the coherence (whether it was rushed or well worked), the demonstration of critical thinking and the grammar/spelling. The aim is to encourage all team members to provide useful contributions – a skill much sought after in work places. The first and last blogs have larger marks and are important for the group projects. Each late blog entry will result in 1 mark being deducted and missing blogs will receive 0 marks.



### Opening Blog

This is an opportunity to introduce yourself to the class and identify a topic for the major assignment that you find interesting. These blogs will be marked for the quality of the ideas, grammar and fluency, so please edit before posting. Word limit is 300 words.

Introduce yourself to other members of your tutorial group as if you were applying for a role on a project team. Explain the distinctive contribution you can offer to this project, and nominate a topic which you believe would help apply theory to practice. These blogs will be marked for the quality of the ideas, grammar and fluency, so please edit before posting. This short blog is excellent practice for writing a CV or job applications. Word limit = 300 words.

### Regular Blogs (five outside the opening and closing blogs).

Blogs should be 200 – 400 words in length. These are intended to be learning reflections which will help you and others reflect on readings, class work, guest speakers, current events in ways that can make the learning 'stick'.

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.

### 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: At the lecture (8:30AM), Thursday 10<sup>th</sup> September or by the same time to HRIR307 assignment box (No.13) on Mezzanine Floor, Rutherford House

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

*Please inform your tutor on what question you will be answering in this report.*

The 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 planning your assignment and ensuring there is a good spread of theories and theorists covered within each tutorial and that all topics below are covered.

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?

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 to create the basis for group training consultancy reports.

Choose **ONE** of the following questions to write your assignment on:

Assignment Number		Chapter 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 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?	4

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

		2	3	4	5	6	7	8	9	10	Very Good	Good	Adequate	Excellent	Poor
<b>Explain the theory underpinning HRD</b>	<b>Executive summary:</b> 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.
	<b>Introduction:</b> Outlines subject/topic, and introduces the overall report objectives and structure	3													Unclear description of report topic, objectives and structure not outlined
	<b>Literature review:</b> 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.
<b>Communicate how principles of HRD can be applied to workplaces</b>	<b>Strengths and limitations:</b> 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.
	<b>Application to a performance issue:</b> 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.
	<b>Conclusion:</b> Clearly stated, accurately summarises and synthesises report findings	3													Conclusions unclear, patchy and do not synthesise findings
<b>Communication</b>	<b>Grammar and style:</b> 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: Presentation: in lecture weeks 10 and 11; with the revised and final group report to be handed in by lecture twelve on October 15. 8

Presentation: 5 minutes speaking with Power Point presentation (or some sort of visual presentation) must be used.

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. 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.

In regards to the budget section of this report (the appendix), 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. Predict (based on your assumed costs involved in your service/pitch) what your budget might look like. Include each member of your teams charge out rate (\$100) but not the cost of hiring additional staff.

The assignment consists of two components:

- a. A 5-minute group presentation that includes a speech and visual presentation, to a panel of HR professionals (members of the class and hopefully members of the industry).
- 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
  - Appendix – presentation of budget.

## Group Assignment Marking Criteria

	Marks	Exc	V. 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?	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 class. 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 13** (Mezzanine Floor of Rutherford House – Pipitea Campus). 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.

Late assignments are to be handed in at **Level 10 Reception, RH 1022**, during Reception Desk hours, **9am till 5pm Monday to Friday during term time**. An Administrator or Duty Receptionist will stamp the assignment with the date and time. Late assignments that do not have **the time and date and signed by** the Administrator for the course or Duty Receptionist, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter, or slid under the door of the Reception office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays.

*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 10% 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). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. 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.
- (iv) 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 and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

## 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.

For marks: 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.

For grades: If the grade differs by one grade then the highest grade is taken. If the grade differs by more than one grade then the assignment is marked by a third marker and the average grade is taken. Experience from previous years is that almost all remarks are within 10% or one grade. Occasionally there is a significant shift in the mark or grade. Application for remarks must be made within 14 days after the assignments or marks are made available.

To apply for a remark, complete the request for re-examination of assessed work form stating which sections (criteria listed in the mark sheet) you wish re-examined. You must provide academic reasons on why you think the mark does not, in your view, fairly reflect the quality of your work. Your assignment will only be reconsidered on the points you raised. Complete remarks will not be undertaken. 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 a minimum of 5 days for remarks to be completed.

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **Examinations**

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 23<sup>rd</sup> October – Saturday 14<sup>th</sup> November (inclusive)

The examination is worth **40% of the total marks** available for this course. It is a closed book 2-hour examination.

### **Mandatory Course Requirements**

To meet Mandatory Course Requirements, students are required to:

- Attend at least **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.*

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

### **Communication of Additional Information**

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.

### **Student feedback**

This course was significantly modified two years ago to engage students in researching a wider range of topics and to encourage sharing of this learning via blackboard.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)



**Link to general information**

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

**Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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### ***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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- Gardner, H. (1985). *The Mind's New Science: A History of the Cognitive Revolution*. New York: Basic Books.
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- 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.
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- Phillips, J., and Stone, R. (2002). *How to Measure Training Results*. New York: McGraw Hill.
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- 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.
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Senge, Peter. (2006). The fifth discipline: the art and practice of the learning organization New York: Doubleday / Currency.

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](http://www.ingenta.com).

Important magazines and journals available on line are:

- T and D - the magazine of ATD, the association for talent development, formerly the ASTD, 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>



*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: \_\_\_\_\_



*School of Management*

**HRIR 307**

**Request for re-examination of assessed work**

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

*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.*

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

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

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For Office Use Only** (To be completed by Course Coordinator)

Original Grade		New Grade		Date of Grade Change	
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**Reason:**

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Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_