

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui



Victoria Management School

HRIR 307
HUMAN RESOURCE DEVELOPMENT

Trimester 1 2005

COURSE OUTLINE

Contact Details

Course Coordinators

Dr Richard Norman

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Class Times and Room Numbers

Trimester 1: February 23 – May 27

Lectures

Wednesday	2.40 - 4.30pm	GB LT4
Friday	2.40 – 3.30pm	GB LT4

Richard Norman (RN) will lead the first three weeks and last three weeks, and Geoff Plimmer (GP) the middle six weeks of the course. While the first six weeks of the course are planned in reasonable detail, topics for the second half will be finalized depending on areas of student and project group interest.

Examination Period

2 June to 18 June 2005

Course Objectives

This course aims to give you an overview of the theory and practice of Human Resource Development, a topic that is also frequently described as 'training and development'. It examines the cycle of training analysis, delivery and evaluation at the levels of the individual, the organization and government policies.

A major feature of the course is the opportunity to 'learn by doing' by being an active member (or leader) of a project group which is expected to research trends in one segment of the local training industry. The group work provides a way to develop skills in written and oral presentation, project management and teamwork and test theories about group dynamics. To emphasise the importance of group work, 50 percent of total marks (20% on a group basis and 30% individual) are allocated to group tasks and a related individual assignment. For groups to work effectively, it is vital that you are committed to attending both Wednesday and Friday sessions and are not registered for other courses which clash with these times.

The course aims to provide project and assignment work directly relevant to roles such as training assistant, training officer, human resources officer, policy analyst or business/performance analyst.

Learning outcomes

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

- display a critical understanding of the theory underpinning the training and development cycle of analysis, delivery and evaluation.;
- critically evaluate performance issues in a workplace and identify how training might be able to assist;
- understand personal learning styles and identify further learning needs as a result of individual and group projects.

Course Content

D a y	Date	Topic	Guests	Readings: Page nos. from text page & authors from the additional readings booklet
W	February 23	RN: Introductions, course overview, explanation of group project and individual proposals due on Monday, February 28.		
F	Feb 25	RN: Effective training strategies – an overview		
M		By 11 a.m. to Box 15: One-page proposals for individual contributions to the group based project.		
W	March 2	RN: Introduction, strategic training and needs assessment. Learning theories and programme design. Initial formation of project groups. Analysing performance needs.		Ch 1 -3 Mager & Beach, Mager and Pipe
F	March 4	RN: Confirmation of project groups. Analysing performance needs cont.	Darel Hall, Industry Training Federation. Geoff Plimmer.	Robinson & Robinson, Peterson. Boydell & Leary.
W	March 9	RN: Analysing performance needs. Individual learning styles. Complete the questionnaire in Keirse and Bates and come ready to relate the Myers Briggs Indicator to training styles (Fairhurst and Fairhurst). The training industry within New Zealand. Visit the publications section of itf.org.nz and read 'A brief history of government funding for industry training, 1989-2002. Come prepared to explain and debate the major phases of change in the industry. Also search the website of tec.govt.nz for information about how industry training is funded and evaluated.	NZ Association of Training and Development representatives – trends in the training field.	Ch. 4 Masie and Wolman, Keirse & Bates, Whetten and Cameron, Fairhurst & Fairhurst.
F	March 11	RN: Analysing needs and individual learning styles cont. Preparation for the group project.		
W	March 16	GP: Learning theories and programme design		Ch 4
F	March 18	GP: Learning theories and programme design cont.		Ch 4
W	March 23	GP: Transfer of training and evaluation Group presentations of applications of training theory presented from this date on. Performance feedback & the link to training.		Ch 5 and 6

W	April 13	GP: Traditional training methods.		Ch. 7, Argyris.
F	April 15	GP. Traditional training methods cont.		
W	April 20	GP. E-learning, and use of technology		Ch. 8
F	April 22	GP. Topic continued, with examples from group presentations.		
W	April 27	GP. Employee development		Chs 9 Wood, Lessem.
F	April 29	GP. Employee development cont.		Ch. 9
W	May 4	GP. Careers		Chs 11 & 12
F	May 6	GP. Career development strategies.		Chs 11 & 12
W	May 11	RN: Case studies as a training delivery strategy. Example case to be used to demonstrate how cases can be used for practicing analytical skills and learning concepts.		Ch 10 and 13
F	May 13	RN: Learning theories revisited. Lessons about team dynamics from the project work.		Ch 4 revisited
W	May 18	RN: Revision and examination preparation.		
F	May 20	RN: Revision continued.		
W	May 25	RN: Presentation of group findings.	Industry representatives invited.	
F	May 27	RN: Feedback about presentations; awards; course evaluation.		

Readings

Noe, Raymond A. (2004) *Employee Training and Development*, Third Edition, McGraw-Hill, New York. Available through Victoria Books at an estimated price of \$92.95. A booklet of additional readings is also available from the Victoria Management School reception, tenth floor Rutherford House.

Assessment Requirements

Assignment	Indicative Length	Due date	Percent of overall mark
1. Individual CVs and ‘expressions of interest’ for the project work and individual reports.	One page, minimum type size of 12 point Times New Roman. Reports of more than one page will be penalized.	1.30 p.m., Monday February 28. Marker: RN	5% individual mark.
2. Analysis of individual training needs.	One page, minimum type size of 12 point Times New Roman.	Wednesday, April 14, hand-in at class. Marker: GP	5% individual mark.
3. Group presentation about a training strategy.	Presentation to the class of 10 minutes maximum, backed by a handout of up to 4 pages.	Dates to be arranged, beginning from week 5 of the course. Marker: GP	5% group mark.
4. Individual reports related to the group submission.	Up to 2000 words, interpreting an aspect of one or more specific issues identified through the group project and a reflection on learning from the project.	Friday May 13, beginning of class. Marker: GP	30% individual mark.
5. Group based research project examining industry trends.	Presentation of up to 8 minutes to the class and invited representatives of industry at the session on May 25. Presentation to be backed by 1500 word report plus transcripts of at least two interviews.	Report to be handed in on May 25. Marker: RN.	15% group mark. 10% for the report and 5% for presentation.
6. Examination	2 hours	June examination period. Marker: RN.	40%

Assignment one: Responding to a ‘request for proposal’.

This first assignment aims to give valuable experience in writing a succinct description of the skills, knowledge and attributes you can offer a project team.

Write a one-page proposal about the contribution you would most like to make towards the group project of researching trends among Industry Training Organisations. Examine the project description in this document and review the websites of the Industry Training Federation and ITOs of interest to you. Identify up to three ITOs in order of priority that you would like to study. Demonstrate your ability to analyse your own capabilities and provide information which can help with the formation of project groups:

- What distinctive knowledge, skills, attitudes and experience can you bring to this project?
- What role are you best able to play to contribute to success of the project? (e.g. leading a group, analyzing statistics, interviewing, writing, presenting, preparing presentations etc.
- Which of the industry sectors, for which interviewees have been identified, would you most like to research and why?

One aim of this assignment is to prompt you to think carefully about whether this course is really for you, in sufficient time for you to choose another paper if necessary. The assignment will be marked using an ‘extreme range’ of marks. Work that is not sufficiently close to a workplace standard will receive either no marks or a very low mark.

Assignment two:

Demonstrate your understanding of the analysis and delivery phases of training and development, by identifying a specific role that you personally would like to hold during the coming five years.

Criteria for assignment two:

- How well are the performance challenges of the work role analysed?
- How well is theory used to interpret the learner’s likely needs?
- How well does the report identify potential training and development strategies that might enable the writer to become a high performer in the chosen role?
- Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction.

Assignment three:

Group demonstration of a training strategy:

The purpose of this group activity is to give all members of the class an opportunity (albeit brief) to demonstrate a training theory. Groups are asked to choose from among the topics listed, which lend themselves to short examples of ‘learning by doing’ and can be demonstrated in a lecture theatre. These topics are taken from *Effective Training Strategies* by James and Adelaide Davis (Berrett-Koehler, 1998) and the page numbers refer to the book, which is available on closed reserve. Alternative topics can be chosen also, with prior written agreement from one of the course coordinators. Topics will be finalized in week 4, and groups will be rostered to present from week 5 of the course onwards. The 5 marks for the group will be based on content, delivery and the extent of group involvement.

Inquiry strategies:

1. Use of an example to demonstrate the 7 steps for critical thinking (pages 187 – 190).
2. Examples of types of arguments (pages 190 – 3).
3. How to spot fallacies in thinking – an illustration. (pages 196 – 8).
4. Creative thinking – examples of the association theory (pages 203 – 4), De Bono’s six thinking hats.

5. Dialogical thinking – example of a debate between two opposing viewpoints, using the sequence on page 214 for a fair-minded exploration of the differences.
6. The art of questioning as part of facilitation. A demonstration of questioning which takes into account the advice on page 216. An illustration of the different results gained from using open and closed questions.

Mental models strategies:

1. Use of an example to illustrate the decision-making model on pages 256 – 260.
2. Use of a case study to illustrate how this can be used to develop problem solving and decision making skills.

Group Dynamics strategies:

1. An acted example of a group discussion which demonstrates positive task and process roles and negative individual roles (page 293).
2. Use of the John Cleese film Meetings, Bloody Meetings as a discussion prompt for learning about running effective meetings. (The video is available in the library's audio visual suite – it is about 30 minutes in length – the challenge for the group is to use the video to prompt discussion and learning).

Virtual reality strategies:

1. Example of a role-play on a topic such as negotiation, communication. The group challenge is to use the role-play to illustrate a learning issue. (see pages 334 – 6.)
2. Demonstration of several techniques from socio drama (pages 339 – 41) to illustrate how this type of virtual reality can be used to assist learning.

Additional possible examples:

1. Illustration of coaching which seeks to develop the skills of a reflective practitioner (pages 369 – 70)
2. Illustration of the show-tell-do-check cycle of on-the-job training using a practical skill which can be demonstrated in front of the class. (From Ramsey et al, 2000, in reading list)
3. Illustration of an ice-breaker technique for use with a group which has just met for the first time.

Assignment four:

Individual report related to the group project.

Part one: As part of the group project, identify a specific trend or issue that you wish to research in more depth. Drawing on the library's resources, write a report of up to 2000 words (excluding appendices) that might be presented to one of the people your group has met with during the project or a decision maker you identify from internet or media searches. Write as an analyst or adviser and demonstrate your ability to assemble and present information relevant to this decision maker. Ideally you will want to present your report to the particular decision maker to demonstrate how you might contribute to that person's organization.

Criteria for Assignment four:

	Marks allocation	Excellent	Very good	Good	Satisfactorily	Unsatisfactory
Executive Summary. Up to two-thirds of a page which enables the busy decision maker (marker) to see at a glance the essence of the report.	5					
How well is the topic defined and related to trends identified by the group project?	5					
How well does the report reference relevant theory and research to analyse the trend identified? To what extent is there evidence of systematic research using library resources? Does this report show an ability to distinguish between well researched and theorized writing and assertions based on personal opinion?	10					
How well is literature related to the industry context and likely organization needs of the person the report is intended for?	5					
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction. Reports are to be presented using the Harvard style of referencing, as explained in the outline. Up to 5 marks deducted for work which is below a work place standard.	5					

Assignment five:

Group based research into trends among Industry Training Organisations

The purpose of this group project is to encourage individuals to work in new ways; to practice interviewing, needs analysis, writing and presentation skills, and to deliver a report which contains at least two transcribed, signed off interviews. It is also an opportunity to learn how groups can assist (or impede) learning, and to reflect on this experience.

Project purpose:

To identify trends among Wellington based Industry Training Organisations, (ITOs) through research of websites, published materials, and interviews with a small number of representatives of ITOs, organized with the help of the Industry Training Federation (<http://www.itf.org.nz>). Each report will be provided to the executive director of the ITF, and members of the industry will be invited to hear group presentations at the end of the course.

Each group (4 – 6 people) is expected to organize and conduct three or four interviews, following up people who have been mailed seeking their participation. Signed off transcripts of two substantial interviews are expected as part of the group report.

Each group is expected to provide a summary of up to 2000 words (excluding appendices), about trends in the ITO under study, referencing published sources, and incorporating insights from interviews. Appendices must include transcripts from interviewees, with each interviewee signing the statement provided to at the end of the section.

ITOs which are likely to be the subjects for study are:

1. Building and Construction,
2. InfraTrain (Infrastructure industries)
3. Hospitality
4. Retail
5. Aviation Tourism and Travel
6. Sport, Fitness and Recreation
7. Public Sector
8. Fire and Rescue Services
9. Agriculture
10. Motor Trades

In week four of the course, groups will be provided with the names of potential interviewees. Group members are then expected to write (not Email or phone initially) to seek an appointment to meet with the person. This letter should include the following:

Dear

As part of a Victoria University course, I am researching trends among Industry Training Organisations. The purpose of this project is to connect university learning with current industry issues and I very much hope you will be willing for me and a group of student colleagues to interview you for up to an hour.

Our group is focusing on trends in the (name the ITO), and findings of the project will be provided to members of the Industry Training Federation in report form and as a presentation at the university on May 25.

This is exploratory research designed to assist the Industry Training Federation while at the same time providing a very practical opportunity for students to relate their studies to possible work opportunities. We would like to tape our interview with you and provide you a transcript for your approval, so this can be part of our report.

I will telephone your office during the next few days in the hope that you will be able to assist with this interesting project.

Yours sincerely

(Name)

Telephone – (in the hope that the interviewee will make the phone call first.)

Sign off required for completed transcripts:

I, (name and role of interviewee), agree that this transcript / summary is a fair and accurate record of my interview with (name/s of student interviewers). I am willing for this information to be used as part of research conducted by Victoria University of Wellington in conjunction with the New Zealand Industry Training Federation. I am willing to be quoted in one of the

following ways: (please choose one):

- 1. Any of the information provided here.*
- 2. Only the comments highlighted.*
- 3. As an anonymous contributor, identified by work role and industry sector.*

To enable the Industry Training Federation to make further use of this information, as well as handing in a printed copy, please Email to richard.norman@vuw.ac.nz the summary and transcripts, ensuring that anonymous comments are separated from those which have been signed off by interviewees.

Interview questions:

The primary purpose of the interview is to identify major trends in each ITO in these areas:

Training analysis: How are training needs identified?

Delivery: How is training delivered; how is on-the-job training balanced with off-the-job training?

Evaluation: How do ITOs carry out evaluation?

Use of clusters: Some ITOs operate within broader industry clusters. If your ITO is one of these, how is this working, in the view of the interviewee?

Assignment Box

The assignments can be handed in to the course coordinator at the lecture or placed in the HRIR 307 locked box 15 on the Mezzanine Floor, Rutherford House. Late assignments may be handed in at the Management School reception on Level 10, Rutherford House.

Workloads

Students are expected to spend on average 12 hours per week preparing for class meetings, participating in the group project, working with peers in study groups and working on the course assignments. This time is likely to be divided between reading and researching in the library, searching for information on the Internet or interviewing for the group project. This course aims to equip students to apply with confidence for training and human resources roles in industry, and workplace standards of attendance and written material are expected. Most class sessions will be interactive rather than run in a passive lecture format. Such learning requires that students pre-read relevant materials and come ready to engage in discussion and debate.

Penalties

Extensions and penalties will be administered by the course coordinator. Extensions will require a satisfactory, documented explanation. Late assignments will be penalised 5% per day.

Referencing

There are different styles of referencing and there are not set requirements as to the use of APA, or Harvard method, footnotes or endnotes. 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 book of the APA Style Guide. From the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>) you can also access www.apastyle.org.

- If using direct quotes from your sources, put in quotation marks, cite the source and the page number of the quote:

According to Hyman (1975) “industrial relations is the study of the processes of control over work relations” (p.12).

From a Marxist perspective, industrial relations may be viewed as “the study of the processes of control over work relations” (Hyman, 1975, p.12).

- If citing more than one source in the text then they should be cited in alphabetical order:

Recruitment and selection has commonly been the research domain of psychologists (e.g., Cascio, 2003; Cook, 2000; O’Driscoll, Taylor & Kalliath, 2003).

- Reference list should be provided at the end of the paper, all references cited in the text of the paper should be listed in alphabetical order, book titles and journal names in Italics. For example:

Cascio, W. (2003). *Managing human resources: productivity, quality of working life, profits*. New York: McGraw Hill.

Johnson, E. (2000). The practice of human resource management in New Zealand: strategic and best practice?. *Asia Pacific Journal of Human Resources*, 38(2), 69-83.

Whatever system is used, the following should be observed:

- You must provide references for any ideas that are not your own. When in doubt, reference.
- References must include author, year of publication and page numbers. If it is an internet reference please provide the full URL and the date you accessed it.
- You must provide ‘quotation marks’ if you are quoting. Long quotes, generally more than one sentence, should be indented. Try to avoid using long quotes.
- You must provide a list of ‘References’ at the end of the paper. Only place the citations used in the text in the reference list (it is a list of references not a bibliography).

Marking of Assignments

Feedback will be provided using the following criteria. You will be given an indication through the placement of ticks in the relevant boxes about levels of performance on each criterion.

These are indicators of performance, not actual numbers.

Marking Guide

Final grades in this paper will be assessed as follows:

Pass:	P	Overall Pass
A+ 85% or over		
A 80 – 84%	Failure:	
A- 75 – 79%	D	40 – 49%
B+ 70 - 74%	E	Below 40%
B 65 – 69%	Q	Did not satisfy mandatory course requirements
B- 60 – 64%		
C+ 55 – 60%	F	Overall Fail
C 50 – 54%		

Characteristics of Work in Grades:

A+	85% or over	Excellent
A	80 - 84%	The work is performed at a high level of proficiency, ie, it is at a standard that makes it exceptional.
A-	75 - 79%	Very Good
B+	70 - 74%	The work produced is of a significantly above-average standard. Students have reached a level which comfortably exceeds competency.
B	65 - 69%	Good
B-	60 - 64%	The work is clearly competent, without being exceptional in quality.
C+	55 - 60%	Satisfactory
C	50 - 54%	The quality of work is at a level that is barely competent.
D	40 - 49%	Unsatisfactory
		The quality of work is below an acceptable standard, with significant or even serious deficiencies.

References

The following are either in the university library or have been requested to build up library resources for this new course. This is far from an exhaustive list of references about this subject, and a major part of the group project challenge is to identify other useful literature, particularly using library databases and well targeted internet searches.

Barker, L. L., Wahlers, Kathy J., Watson, Kittie W., and Kibler, Robert J. (1987). Groups in Process: An Introduction to Small Group Communication. Englewood Cliffs, N.Y., Prentice-Hall.

Black, J. S., and Gregersen, H. B. (2000). "High Impact Training. Forging leaders for the global frontier." Human Resource Management Fall (2 and 3): 173-184.

Charney, Cy., and Conway, K. Amacom, The Trainers Tool Kit, 1998

Craig, R. L., Ed. (1996). The ASTD training and development handbook : a guide to human resource development. New York, McGraw Hill.

Cross, J., and Dublin, L. (2002). Implementing E Learning. Washington D.C., American Society for Training and Development.

Dosi, G., Nelson, R., and Winter, S, Ed. (2000). The Nature and Dynamics of Organisational Capabilities. Oxford, Oxford University Press.

Driscoll, M. Web based training. (2002) Jossey Bass / Pfeiffer.

Ehrich, L., and Hansford, B. (1999). "Mentoring. Pros and Cons for HRM." Asia Pacific Journal of Human Resources 37(3): 92-107.

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

- Garratt, B. (2000). The Twelve Organisational Capabilities. London, Harper Collins.
- Garvin, D. A. (2000). Learning in Action: A guide to putting the learning organisation to work. Boston, Harvard Business School Publishing.
- Gerber, R., and Lankshear, C., Ed. (2000). Training for a smart workforce. London, Routledge.
- Gilley, J. W., and Maycunich, A. (2000). Organisational Learning, Performance and Change. An introduction to strategic human resource development, Perseus.
- Green, P. (1999). Building robust competencies : linking human resource systems to organizational strategies. San Francisco, Jossey Bass.
- Hohne, C. K., Stephen B. King., and William J Rothwell (2000). Human Performance Improvement. Building practitioner competence. Oxford, Butterworth - Heinemann.
- Kirkpatrick, D. (1996). Evaluating Training Programs: The Four Levels. San Francisco, Berrett-Koehler.
- Kirkpatrick., D. L. (1998). Another look at evaluating training programs. Alexandria, VA., American Society of Training and Development.
- Knowles, M. (1986). Using Learning Contracts. San Francisco, Jossey-Bass.
- Knowles, M. (1990). The Adult Learner: A Neglected Species. Houston, Texas, Gulf Publishing.
- Lynn, L. E. (1999). Teaching and Learning with Cases A Guide Book. New York, Chatham House Publishers.
- Mager, R. (1990). Goal Analysis. London, Kogan Page.
- Mager, R. (1991). Developing Attitude Toward Learning. London, Kogan Page.
- Maier, N. F., Solem, Allen, and Maier, Ayesha (1975). The Role-Play Technique. La Jolla, California, University Associates.
- Nadler, L., and Nadler, Z (1996). Designing training programs : the critical events model. Second edition. Houston, Gulf Publishing.
- Pfeffer, J., and Sutton, R. I. (2000). The Knowing-Doing Gap. How Smart Companies Turn Knowledge into Action. Boston, Mass., Harvard Business School Press.
- Phillips, J., and Stone, R. (2002). How to Measure Training Results. New York, McGraw Hill.
- Phillips, J. J. (1997). Handbook of training evaluation and measurement methods. Houston, Gulf Publishing.
- Piskurich, G., and Beckschi, P. (2000). The ASTD Handbook of Training Design and Delivery. New Jersey, McGraw Hill.

Raelin, J. A. (2000). Work-based Learning. Upper Saddle, NJ:Prentice-Hall.

Rainbird, H., Ed. (2000). Training in the Workplace. London, Macmillan.

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. (1995). Performance Consulting: Moving Beyond Training. San Francisco, Berrett Koehler.

Schank, R. (1997). Virtual Learning. New York, McGraw-Hill.

Shea-Schultz, H., and Fogarty, J. (2002) On line learning today. Berrett Koehler, San Francisco..

Schon, D. (1983). The Reflective Practitioner: How Professionals Think in Action. New York, Basic Books.

Senge, P. (1999). The Dance of Change. The Challenges to sustaining momentum in Learning Organizations. New York, Doubleday.

Silberman, M., (assisted by Auerbach, Carol) (1990). Active Training: A Handbook of Techniques, Designs, Case Examples and Tips. New York, Lexington.

Sloman, M. (2002) The E Learning Revolution. Amacom, New York.

Smith, A., and Dowling, P.J. (2001). "Analysing Firm Training: Five Propositions for future research." Human Resource Development Quarterly(Spring).

Stewart, J., McGoldrick, J., and Watson, S., Ed. (2001). Researching Human Resource Development. London, Routledge.

Swanson, R. (1996). Analysis for Improving Performance: Tools for Diagnosing Organisations and Documenting Workplace Expertise. San Francisco, Berrett-Koehler.

Wexley, K., and Latham, G (2002). Developing and Training Human Resources in Organisations. Upper Saddle River, New Jersey, Prentice Hall.

Journals and databases:

Major sources of information are the ProQuest and Emerald databases, available through the library. Gaining skills in using databases such as these is one of the most important parts of the university experience, and you are expected to demonstrate use of this resource in the individual essays. One useful way of tackling training and development is to work through a subject index, such as that used in ProQuest, where you work through in this sequence:

topic finder / business and industry / human resource management / training and development.

Other major databases to explore are Emerald (Library web page) and www.ingenta.com.

Important magazines and journals available on line are:

- T and D - the magazine of the American Society of Training and Development.

Available on ProQuest, this is a practitioner journal which frequently summarizes important research.

<http://proquest.umi.com/pqdlink?Ver=1&Exp=07-01-2007&REQ=3&Cert=8RkgPFRptdQar916xzihnFf39D3JAAxDzRX3u6KQZzkqD5QwNI3hsVwC9wVoeEEc&Pub=23953>

- Training Magazine, published in Minneapolis. The second most significant practitioner journal from the United States.
<http://proquest.umi.com/pqdlink?Ver=1&Exp=07-01-2007&REQ=3&Cert=8RkgPFRptdQar916xzihnFf39D3JAAxDzRX3u6KQZzkqD5QwNI3hsVwC9wVoeEEc&Pub=24655>
- Human Resource Development Quarterly
<http://www.interscience.wiley.com/jpages/1044-8004/>
- Development and Learning in Organisations – an international journal (Emerald database)
- Journal of Management Education
<http://www.sagepub.com/journal.aspx?pid=181>

Articles about training issues are also likely to be found in general Human Resources journals such as the Asia Pacific Journal of Human Resources, in print form in the library and by searching ProQuest or Emerald. Information for local case examples of training practice can be found through Newztext – a database of daily newspapers and magazines.

Local practitioner magazines are:

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

Important websites

New Zealand Association of Training and Development:

<http://www.nzatd.org.nz>

The Human Resources Institute of New Zealand Inc

<http://www.hrinz.co.nz>

This site has a well organised list of Human Resources organisations in different countries.

<http://www.btinternet.com/~alan.price/hrm/hrsoc.htm>

The Academy of Human Resource Development, the only substantial academic group involved in training issues is at:

<http://www.ahrd.org>

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

The American Society of Human Resource Management is at <http://www.shrm.org/>

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

The Australian Human Resources Institute (AHRI) is at <http://www.ahri.com.au>

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

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

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

The VUW careers service:

http://www.vuw.ac.nz/st_services/careers/employment_links/graduate_recruitment_employers.html

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

Mandatory Course Requirements (Terms)

Terms will be granted to students who complete the group assignment and the individual assignments by the due dates. Extensions for assignments will be granted only in exceptional circumstances where the coordinator for that part of the course is alerted beforehand. Otherwise late assignments will be penalized 5% for each day late. This means that the individual assignment, worth 30%, will be marked out of 25 for a day late, 20 for two days late etc.

Attendance at lectures is a critical part of the course. Effective participation in the group project depends on turning up to lectures, and examination questions will be strongly based on topics covered in lectures. Because group work is a significant part of the course, individual performance in the examination is particularly important. Students must receive at least 40 percent in the exam in order to pass the course overall. Group leaders are asked to alert the course coordinators if they have difficulties in obtaining sufficient commitment from a group member. If necessary this group member will be invited to submit an individual report for an individual mark.

Communication of Additional Information

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

Copies of material handed out in lectures will be available from Reception, 10th Floor of Rutherford House.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.