

Victoria Management School

HRIR 307
HUMAN RESOURCE DEVELOPMENT

Trimester 1 2006

COURSE OUTLINE

Contact Details

Course Coordinator

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Administration Assistant

TBA (An notice will be placed on Blackboard when appointment is confirmed.)

Room: RH 1022, Rutherford House

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Class Times and Room Numbers

Wednesday 9.30 - 10.20am GB117

Thursday 9.30 – 11.20am GB117

Examination Period 6 June to 23 June 2006

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 local training. 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 Thursday 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

Day	Date	Topic	Readings: Chapters from Noe text, author names from readings
W	March 1	Introductions, course overview, explanation of group project	
T	March 2	Effective training strategies – an overview	
W	March 8	Strategic training and needs assessment. Analysing performance needs.	Ch 1 -3 Guthrie Robinson & Robinson
T	March 9	Analysing performance needs	Ch 3 Mager and Pipe,
M	March 13	<i>Assignment one due: Analysis of individual training needs</i>	<i>Place in HRIR 307 locked box 15 on the Mezzanine Floor, Rutherford House</i>
W	March 15	Analysing training needs	Peterson
T	March 16	Analysing needs and individual learning styles	Ch 3 Mager & Beach
W	March 22	Learning theories and programme design cont.	Ch 4 Wexley and Latham
T	March 23	Learning theories and programme design cont.	Ch 4 Boydell and Leary
W	March 29	Transfer of training and evaluation <i>Assignment 2: Group demonstration of a training strategy presented from this date on. Performance feedback & the link to training.</i>	Ch 5 and 6
T	March 30	Transfer and evaluation	Ch. 7, Argyris.
W	April 5	Traditional training methods.	Weil
T	April 6	E-learning, and use of technology	Ch. 8
W	April 26	Topic continued, with examples from group presentations.	
T	April 27	Employee development	Chs 9 Daudelin
W	May 3	Employee development cont.	Ch. 9
T	May 4	Careers	Chs 11 & 12
W	May 10	Career development strategies.	Chs 11 & 12 Ibarra
T	May 11	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

	May 11	Assignment 3 due - Individual reports related to group submission	Hand in during class
W	May 17	Learning theories revisited. Lessons about team dynamics from the project work.	Ch 4 revisited
T	May 18	Revision and examination preparation.	
W	May 24	Revision continued.	
T	May 25	Assignment 4: Presentation of group findings. To be backed by 1500 word report plus transcripts of at least two interviews.	Government representatives invited
W	May 31	Feedback about presentations; awards; course evaluation.	

Assessment

Assignment	Indicative Length	Due date	Percent of overall mark
1. Analysis of individual training needs.	One to two pages, minimum type size of 12 point Times New Roman.	Monday, March 13, to HRIR 307 locked box 15 on the Mezzanine Floor, Rutherford House.	5% individual mark.
2. 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. [March 29]	5% group mark.
3. Individual reports related to the group submission.	Up to 1500 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 11, beginning of class (Thursday).	35% individual mark.
4. Group based research project examining training trends.	Presentation of up to 8 minutes to the class and invited representatives of government at the session on May 25. Presentation to be backed by 1000 word report plus transcripts of at least two interviews.	Report to be handed in on May 25.	15% group mark. [10% for the report and 5% for presentation.]
5. Final Examination	2 hours	June examination period.	40%

Readings

The text is:

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 one:

Demonstrate your understanding of strategic training and development, by identifying a specific training and development project that you personally would like carry out during the coming five years. Writing the assignment as a proposal attempting to sell the project to, say, a CEO would be good way of going about this. The purpose of this exercise is to link theory to a practical situation.

Criteria for assignment one:

- How well are strategic training issues identified?
- How well is theory used to interpret the organisation and learner's likely needs?
- What strategies would be or are used to ensure acceptance of the proposal?
- Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction.

Due: 13 March 1 - 2 pages. Place in HRIR 307 locked box 15 on the Mezzanine Floor, Rutherford House.

Assignment two:

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:

Use of an example to demonstrate the 7 steps for critical thinking (pages 187 – 190).

1. Examples of types of arguments (pages 190 – 3).
2. How to spot fallacies in thinking – an illustration. (pages 196 – 8).
3. Creative thinking – examples of the association theory (pages 203 – 4), De Bono's six thinking hats.
4. Dialogical thinking – example of a debate between two opposing viewpoints, using the sequence on page 214 for a fair-minded exploration of the differences.
5. 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:

An acted example of a group discussion which demonstrates positive task and process roles and negative individual roles (page 293).

1. 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.)

- 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:

- Illustration of coaching which seeks to develop the skills of a reflective practitioner (pages 369 – 70)
- 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)
- Illustration of an ice-breaker technique for use with a group which has just met for the first time.

Due date: Presentations start in week five of the course (March 29). Presentations should be ten minutes maximum.

Assignment three:

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 1500 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 three:

	Marks allocation	Excellent	Very good	Good	Satisfactory	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 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					

Due date: May 11 at beginning of class.

Assignment four:

Group based research into trends among State Sector 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 State Sector Organisations, (SSO) through research of websites, published materials, and interviews with a small number of representatives SSOs. Members of the training sector 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 1500 words (excluding appendices), about trends in the SSO 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.

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 State Sector Organisations. The purpose of this project is to connect university learning with current training and government issues. 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 SSO), and findings of the project will be provided to you in report form and as a presentation at the university on May 25, at which other SSO's participating will be invited. .

This is exploratory research designed to assist the state sector 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. 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 government sector.*

As well as handing in a printed copy, please Email to gplimmer@futureselves.co.nz the summary and transcripts, ensuring that anonymous comments are separated from those that have been signed off by interviewees.

Interview questions:

The primary purpose of the interview is to identify major trends in each SSO 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 SSO's carry out evaluation?
- Use of clusters and co-operation with other agencies: Some state sector organisations operate within broader clusters. If your SSO is one of these, how is this working, in the view of the interviewee?

Due date: May 25. Report and transcripts to be handed in at beginning of class, prior to presentations.

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 government, 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.

Mandatory Course Requirements

To meet the Mandatory Course Requirements students must complete the group assignment and the individual assignments by the due dates. Notice of Failure to meet Mandatory Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board. Students will be expected to check both places for notification.

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 coordinator 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.

Penalties

Extensions and penalties will be administered by the course coordinator. 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.

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. 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

The following broad indicative characterisations of grade will apply in grading:

A+	85 – 100%	excellent performance in all respects
A	80 – 84%	excellent performance in almost all respects
A-	75 – 79%	excellent performance in many respects
B+	70 – 74%	very good, some aspects excellent
B, B-	60 – 69%	good but not excellent performance
C+, C	50 – 59%	work satisfactory overall but inadequate in some respects
D	40 – 49%	poor performance overall, some aspects adequate
E	0 – 40%	well below the required standard
K:		Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment.

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.

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=8RkgPFptdQar916xzihnFf39D3JAAxDzRX3u6KQZzkqD5QwNI3hsVwC9wVoeEEc&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 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>

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the office on (04) 463 5376.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Check with the Student Administration Office for opening times (04) 463 5376.

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.

Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

Where:

Melissa Dunlop
Programme Coordinator
Room 109 D
14 Kelburn Parade: back courtyard
Ph: (04) 463 6015
Email: Maori-Pacific-Mentoring@vuw.ac.nz

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Coordinator for details.