TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

Victoria Management School

HRIR 307 HUMAN RESOURCE DEVELOPMENT

Trimester Two 2007

COURSE OUTLINE

Course Coordinator
Dr Richard Norman   Room: RH 1011, Rutherford House
Phone: 463-5455
Email: richard.norman@vuw.ac.nz
Website: www.vuw.ac.nz/vms

Dr Geoff Plimmer   Address: FutureSelves Ltd, P O Box 10622, Wellington
Phone: 472-0776, 021-523676
Email: gplimmer@futureselves.co.nz
RH 1011, Rutherford House

Richard Norman (RN) will lead the first three weeks and the last three. Geoff Plimmer (GP) will lead the middle six weeks of the course. There will also be a number of guest speakers. 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.

Class Times and Room Numbers   2.40 – 4.30 p.m. on Thursdays, GBLT4
2.40 – 3.30 p.m. on Fridays, GBLT4

Examination period   Friday 19 October to Saturday 10 November 2007

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 individuals, organizations and the effect of 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 and present findings about one major training and development theorist, and to provide a sounding board for the major individual assignment. 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. **For groups to work effectively, it is vital that you are committed to attending both Thursday and Friday sessions and are not enrolled in other courses which clash with these times.** Active participation in the group to which you are assigned is a major way of developing leadership, creative and critical thinking, and communication skills – core attributes of graduates which are sought after by employers.

Through group and individual work, the course aims to equip students for 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.

More specifically, students should be able to analyse a workplace performance need and identify whether training is appropriate, and if so analyse the likely contribution of one or more training strategies which might be used to improve performance. Students will be expected to identify useful training strategies and theories, using the following categories proposed by Davis and Davis (1996 and 2000):

What is the performance challenge?	What training results are needed?	Potential training strategy
A skill?	Performance that can be externally observed and improved through setting specific objectives and indicators	Behavioural
Information?	Ability to understand and new ideas and theories in preparation for applying them	Cognitive
Thinking?	Ability to critically or creatively evaluate and reason.	Inquiry
Problem solving or decision making?	Identify and define opportunities and problems, assess alternatives, make decisions and take action	Mental models
Changing opinions, attitudes & beliefs?	Effective communication and persuasion of ideas within work teams	Group dynamics
Safe practice for critical tasks?	Well prepared trainees who can work under pressure in situations where learning on the job is too dangerous	Virtual
Learning from experience?	Personally motivated practitioners who are able to improve workplace performance by learning from experience	Holistic.

Expected Workload

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 preparing for the group project. 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.

Group Work

Effective participation in the group project requires that students turn up regularly to lectures. Attendance will be periodically monitored, and those who fail to make sufficient commitment to classes and group work will be asked to submit individual assignments, rather than enjoy coasting on group efforts. Group membership and leadership will be established by the co-ordinators on the basis of assignment one, with a view to creating balanced teams who share common interests.

Group leaders are asked to alert the course coordinators as early as possible if they have difficulties in obtaining sufficient commitment from a group member. If necessary this group member will be required to submit an individual report for an individual mark. Group members are all expected to contribute different strengths to the group report.

Some lecture time will be allocated to group projects. However it is expected that meeting times outside lectures will be needed to fulfil the course requirements sufficiently.

Course Content

Lecturer	Day	Date	Topic	Readings: Chapters from Noe text, author names from readings
GP/RN	T	July 12	Introductions, course overview, explanation of group project, the training and development cycle and effective training strategies.	Ch 1 - 3
RN	F	July 13	Effective training strategies continued.	
RN	Tues	July 17	_Assignment 1:_ Your proposed 'learning journey' for this course. _By 11 a.m. to Box 15, mezzanine floor: One-page proposals about individual 'learning journeys' and potential contributions to group work._	
RN	T	July 19	Organisational needs analysis: What is the problem and is training the solution? What are the alternatives to training? Case discussion: NZ Police: training for ethnic responsiveness. What role can training play in changing the culture of an organisation? Initial formation of project groups	Ch 1 -3 Mager and Pipe Police case
RN	F	July 20	Analysing performance needs: What is the performance gap and how can it be filled? Confirmation of project groups and group leaders. What is known about how teams perform effectively? Lecture input on Margerison McCann team management profile.	Ch 3 Robinson & Robinson Noe Ch 7, section about teams.
RN	T	July 26	Analysing trainee needs: How do trainee characteristics affect training design? Complete an on line Myers Briggs questionnaire as below, or the Keirsey and Bates indicator in the readings: http://www.humanmetrics.com/cgi-win/JTypes2.asp How do individual preferences affect personal approaches to learning? .	Ch 3 Keirsey and Bates
RN	F	July 27	Writing training goals and objectives. How to state goals clearly so results can be evaluated?	Mager and Beach
GP	T	Aug 2	How people learn and implications for training - Goal setting, cognition, self efficacy, designing for learning outcomes. - Team training, learning and development	Ch 4 Weiten
GP	F	Aug 3	How people learn and implications for training - Social and adult learning - Introduction to instructional system design	Ch 4
GP	T	Aug 9	_Assignment 2:_ Planning assignment: Common themes, group processes, individual plan _Hand in at beginning of class_ Introduction to training design _Guest speaker: Philip Capper, Web research – a critical approach to needs analysis, training and development_	Zemke and Rossett
GP	F	Aug 10	Training design and types of training Training methods –such as simulations, case studies, on the job	Ch 5 Wexley and Latham

			training and action learning,	
GP	T	Aug 16	Traditional training methods Looking closer at training methods –traditional ones such as lecture role plays, audio visual and hands on. *Guest speaker: Hilary Bryan for special focus on training managers.*	Ch 7
GP	F	Aug 17	Training methods cont'd -organisational learning – how can HRD help organisations learn?	Ch 7
			BREAK	
GP	T	6 Sept	*Assignment 3:* Group based lesson plan about a training theorist – *hand in at beginning of class.* Transfer of training: Making sure training is applied	Ch 5
GP	F	7 Sept	Evaluation: Does training really make a difference? How do we find out? Kirkpatrick's levels, methodologies, the use of evaluation.	Ch 6
GP	T	Sept 13	E-learning, and use of technology. Online communities and new directions *Group presentations about training theorists* *Guest speaker to be confirmed*	Ch 8
GP	F	Sept 14	Career and employee development	Ch. 9 Mercer
GP	T	Sept 20	Careers: How careers are evolving and what it means for people and organisations. *Group presentations about training theorists* *Guest speaker: Sue Mortlock, career coach* Career development strategies. Why should organisations provide it and how can it be done	Chs 9, 10
GP	F	Sept 21	Employee development: Talent management, cultural differences, coaching and mentoring *Group presentations about training theorists*	Chs 11 & 12
RN	T	Sept 27	Learning theories revisited. Lessons about team dynamics from the project work. *Group presentations about training theorists*	Revisit Chs 4 & 7
RN	*F*	*Sept 28*	*Assignment 4.* Training and development plan and self reflection *Hand in at start of class* Customs case study: What learning theories and training design principles are most relevant to this organisational challenge?	Customs case
RN	T	Oct 4	Feedback on individual training plans. Examples drawn from assignments.	
RN	F	Oct 5	Revision of the analysis – delivery – evaluate cycle of training.	
RN	T	Oct 11	Revision of the Davis and Davis strategies using short cases as practice examples of the examination. Course evaluation.	
RN	*F*	*Oct 12*	Opportunity for revision for examination.	

Readings

Noe, Raymond A. (2007) *Employee Training and Development*, Fourth Edition, McGraw-Hill, New York. Available through Victoria Books at an estimated price of $112.00. 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 Publishers Inc.
Davis, J. R., and Davis, Adelaide B. (2000). Managing Your Own Learning. San Francisco, Berrett-Koehler.

Assessment Requirements

Assignment	Indicative Length	Due date	Percent of overall mark
1. Your proposed 'learning journey' for this course.	One page, minimum type size of 12 point Times New Roman.	July 17: By 11 a.m. to Box 15: One-page proposals for individual contributions to the group based project.	5% individual mark.
2. Planning assignment: Common themes, group processes, individual plan	Group report of up to two pages. Individual report of one page.	August 9, at beginning of Thursday class.	15%, (10% group, 5% individual)
3. Group based lesson plan about a training theorist	Lesson plan – up to four pages, excluding appendices of learning materials.	September 6 at beginning of Thursday class. Presentations from September 13 – September 28.	15% for group lesson plan.
4. Training and development plan and self reflection	Up to 2000 words as specified later in the course outline.	September 28 at beginning of Thursday class.	25% for individual report.
5. Final Examination	2 hours	19 Oct – 10 Nov	40%

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 Victoria Management School reception on Level 10, Rutherford House.

Assignment one: Your proposed 'learning journey' for this course (5 % - Due July 17)
This first assignment is an opportunity to identify the skills and knowledge you most want to gain from this course. As far as possible project groups will be formed around interests expressed in this assignment.

1. Describe a job or career of future interest to you. Identify the purpose of the employing organisation, the main duties of the job and the distinctive knowledge, skills and attitudes required for success in this line of work. Use footnoted references to demonstrate how you will research this career option.
2. Discuss your current strengths and areas for improvement Compare your current knowledge, skills, attitudes and experience with the requirements for the future job. What experiences and learning will you most need to succeed in this job?
3. Describe how you will best contribute to a class project team which will help development of a training analysis for a job of interest to you, and research and deliver a report about the contribution of a particular theorist or idea. Are you a potential leader for a group? How can the group get the best from you?

Workplace standards of clear and grammatically perfect writing are expected. A full range of marks (from 0 – 5) will be used to indicate how effectively the report communicates. Assessment criteria are:

- How well does this report identify the skills, knowledge and attitudes required for the desired future job? (2 marks)
- How much self-reflection is there about current knowledge skills and abilities? How does the self reflection relate to the desired job? (2 marks)
- Is information communicated clearly and without grammatical errors? (1 mark)

Assignment two: Planning assignment: Common themes, group processes, individual plan
(15% - due 9 Aug)

This assignment has three parts – two of which are to be completed by the group, and the third individually by each member of the team. All the parts should be handed in together.

Part one – In no more than a page reflect as a group on topics chosen for individual assignment 4 and your preferred theorist or idea for study by the group (five marks).

What similarities and differences are there in the issues individuals are tackling? Are there themes or contrasts across the issues being addressed by group members? What types of training strategies are likely to be most relevant to the jobs chosen by group members?

In ranked order, identify up to four choices from among the theorists and ideas for the group based assignment 3 and give reasons for your choices. (Five marks)

Part two - How you as a group will work together (five marks)

Write up to a page about how you as a team plan to work effectively together. The course text by Noe has useful material on team training (page 219 - 221 in Noe Third Edition), and the reading from IMD in the course booklet will also help. An effective report is likely to consider the following:
Group values and performance expectations, individual roles, work scheduling, provision for resolving conflict, communication, insights about individual work styles and how effectively goals have been set.

Part three – In no more than a page, plan for the individual assignment (5 marks – individual assessment)

Outline what you plan to do for your individual assignment to develop a training and development plan (assignment three). This should include:
- the job, or organisation you have chosen
- your initial thinking on the issues and problems you are trying to solve
- your plans for how to conduct the assignment
- what you plan to deliver as the assignment.

Out of 5, individual marks will be allocated for:
- The application of course content to define and tentatively address a practical problem (2)
- Planning of the assignment (2)
- Technical accuracy and clarity (1)

Assignment 3: Group based lesson plan about a training theorist or idea (15% - due 6 Sept, presentations from 13 – 28 Sept)
- Lesson plans due September 6 at beginning of session.
- Presentations of lessons from September 13 - 28.

Group based lesson plan about a training theorist or idea

Your group is asked to communicate in a ten minute lecture slot the major contribution a theorist or idea has made to the field of training and development. Prepare a lesson plan of up to four pages, with materials attached. Each group will present, spread over the last half of the course.

This lesson plan should communicate:
- What is most significant about the contribution of this theorist or idea?
- How can the major concepts be applied to training and development?
- A strategy for engaging the interest of your learners, and how to make the learning 'stick'.
- A reflection on how individual members of the group have contributed towards the research and design of the lesson plan.

Criteria for the lesson plan:

	Marks allocation	Excellent	Very good	Good	Satisfactory	Un-satisfactory
How well are the main contributions of the theorist /idea analysed and applied?	6					
How effectively does the lesson plan identify how to capture learners' interest and make the lesson stick?	6					
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction.	3					

Theorists and ideas available for study:
Donald Schon – Reflective practice
Howard Gardner – Multiple intelligences
Reg Revans – Action learning
Kurt Lewin – Action learning
John Krumboltz – Planned happenstance
Edgar Schein – Career anchors or culture
Generation Y
Herminia Ibarra – Career transition
Jay Conger - Learning To Lead
Lyle M Spencer and Signe M Spencer - Competence at Work
David Kolb - Experiential Learning
Martin Seligman – Learned optimism at work
Edward Deci - Work motivation
Michael Argyle – The psychology of happiness - at work
Meredith Belbin - Teams
Laurence Lynn - Teaching and Learning with Cases:
Roger Schank - Virtual Learning
Michael Arthur - New Careers and career development.
Procedural justice at work
Coping and stress at work
Charles Handy – The elephant and the flea
Flexible working
Multiculturalism at work

Assignment 4: Training and development plan and self reflection (25 % - Due 28 Sept)
This assignment is in two parts:
- Development of a training and development plan
- Self reflection on your experience of working in the team

Choose a job in a specific organisation in which you have worked, or which appeals to you as a career option. Obtain information about this job and organisation through advertisements, job descriptions, web-based information, and a search of the university's media databases.

1. Needs Analysis
   Identify the core skills, knowledge and attitudes required for this job, and one or two key strategic challenges facing the organisation. What attributes does this job require for effective performance? Well organised argument based on interpretation is more important than detailed factual knowledge of the organisation.
2. Design and delivery
   Prepare for the Human Resources Manager (or Chief Executive if there is no HR Manager) of this organisation, a training and development plan for a new recruit such as yourself, which demonstrates understanding of theories covered in Noe, the two Davis and Davis texts, and any

other materials. Consider the strategic challenges facing the organisation, its work environment, and characteristics of trainees. Draft a training plan that includes learning goals and objectives and proposed training methods.

3. Evaluation
   How would you evaluate the success of this training plan?

4. Reflect on how the project group contributed to your learning, including insights from members of the group or from the work on the theorist. Some points that may help start your thinking are:
   - Insights from the Myers Briggs Type indicator.
   - The role of the group as a learning community.
   - The role you played in the project.
   - The extent to which you think others in the group might agree with your analysis.
   - Any changes in your thinking about future career options resulting from the experience.

	Marks allocation	Excellent	Very good	Good	Satisfactory	Un-satisfactory
Needs Analysis: How well is the job and organisational context analysed? Are the training needs well identified?	5					
Theory: How effectively does the report draw on relevant training and development theories?	5					
Delivery: How realistic and effective is the proposed training plan?	5					
Evaluation: How well does the evaluation plan reflect good theory and the context of the organisation?	5					
Reflection on the group experience – how much learning has been gained through using feedback from others?	5					
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction. (Up to 5 marks deducted for reports which fall below workplace standards)						

Mandatory Course Requirements
To meet Mandatory Course Requirements, students are required to:
- complete the group assignment and the individual assignments by the due dates; and
- must receive at least 40 percent in the final examination.

Attendance at lectures is a critical part of the course.

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.

Handing in Assignments
Students must prepare two copies of each hand-in and keep the second copy for their own reference. 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.

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

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Penalties - for Lateness & Excessive Length of Assignments

(i)   In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.

(ii)   Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances.**

(iii)   Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

(iv)   In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), 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. **The penalty will be 5% of the grade for an assignment which is 5% over the word limit.**

Referencing
There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard

across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (http://www.vuw.ac.nz/library/resources/virtualref.shtml#style).

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.
- Human Resources, the magazine of the Human Resources Institute of New Zealand.

Important websites
New Zealand Association of Training and Development: http://www.nzatd.org.nz

The Human Resources Institute of New Zealand Inc http://www.hrinz.co.nz

This site has a well organised list of Human Resources organisations in different countries. http://www.btinternet.com/~alan.price/hrm/hrsoc.htm

The Academy of Human Resource Development, the only substantial academic group involved in training issues is at: http://www.ahrd.org

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

The 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 and Academic Services Office

The Faculty's Student and Academic Services 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 Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.