

HRD: Learning, Change and Development in Organizations

HRD: Lärande, förändrings- och utvecklingsarbete i organisationer
15 credits

Single subject and programme course

759G45

Valid from:

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Education	
Date determined	Course level	Progressive specialisation
2009-08-24	First cycle	G2F
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
2014-03-17	Education	
Offered first time	Offered for the last time	
Autumn semester 2009		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Bachelor's Programme in Human Resources

Entry requirements

General entry requirements for undergraduate studies
and

Social Studies and Mathematics corresponding to the level in Swedish upper
secondary education (Samhällskunskap 1b/(1a1 och 1a2 and Matematik 2a/2b/2c
or Matematik B)

and

105 ECTS credits passed from Bachelor's Programme in Human Resources or
Bachelor's Programme in Human resource management and work sciences
including the courses HR practice from a behavioural science perspective -
introduction and integration (7,5 ECTS credits), Human Resources and Research
Methods (7,5 ECTS credits), Individuals and Groups in Working Life (15 ECTS
credits), Society and Working Life (15 ECTS credits), Learning and Competence
Development in Working Life (15 ECTS credits), Working in HR – development
and models (7,5 ECTS credits), The Human Resource supply chain with focus on
recruitment (7,5 ECTS credits), Conflict management and bullying in a work life
context (7,5 ECTS credits), Work and health (7,5 ECTS credits) and Workbased
Education (7,5 ECTS credits)

Intended learning outcomes

After completion of the course, the student should be able to:

- describe, analyse, and critically examine theories, perspectives, models and
previous research within the field of Human Resource Development (HRD).
- describe and critically examine what factors might contribute to bridging the gap
between HRD research and HRD practice.
- search for, identify, evaluate, compile and critically examine current HRD
research within a defined area and within given time frames.
- plan, invite to, implement and evaluate a HRD conference for HR practitioners.
- present current research, in writing as well as orally, for HR practitioners and in
dialogue with them make suggestions on how research-based knowledge can be
used as a starting point for HRD practice.

Course content

The course covers questions about Human Resource Development (HRD) in terms of learning, training, development and change in organizations. The course starts with a problematization of the gap between HRD research and HRD practice, and the course ends with students get to practice to compile and present up-to-date HRD research for practitioners in the field. In between, concepts, theories, perspectives, models and previous research in the field of HRD are introduced. Examples of topics covered are formal and informal learning, leadership and management development, transfer and use of knowledge, change processes and organizational development.

Teaching and working methods

The teaching consists primarily of lectures, seminars and group work. In addition to scheduled hours the students are expected to use self-organized learning activities, individually, and in groups.

Examination

The course will be examined orally and in writing throughout the course and at the end of the course. Detailed information about the examination can be found in the course manual.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus. The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.