

## **HRD: Learning, Change and Development in Organizations**

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

Programme course

759G45

Valid from: 2023 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Human Resource Management and Development	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2009-08-24	First cycle	G2F
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2014-03-17; 2023-06-13	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2009		
<b>Department</b>	<b>Replaced by</b>	
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  
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
- in dialogue with HR practitioners 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.

## Examination

The course is examined through:

- active participation in seminars, workshops and conferences in groups, grading scale: UG
- written project report in group, grading scale: UV
- written examination, individual, grading scale: UV

For full-course grades, a combined assessment is made of all examinations. For a Passed final grade, a Pass is required in all sections. For Well Passed, a Well Passed level is also required for a written project report in a group and a written individual examination.

Detailed information can be found in the study guide.

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 conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

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.