

**BMA776**  
**Human Resource Development**

*Semester 5, 2008*

This unit will be offered in:

**Hobart**

The lecturers responsible will be:

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<http://www.utas.edu.au/mgmt/student.htm>

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## Introduction to the Unit

The development of an organisation's human resources is now widely recognised as a critical component in gaining competitive advantage in the global marketplace. The strategic approach to Human Resource Development (HRD) sees HRD practitioners involved not only in designing, developing and implementing training programs but also in designing and managing organisational change and development programs. Today's HRD professional is expected to have business acumen, including an understanding of profitability and the impact of organisational development strategies on individual and organisational effectiveness, as well as a sound knowledge of, and experience in, the traditional areas of human resource management. In light of the evolving field of HRD, this unit gives a broad-based approach to the three primary areas of human resource development: training and development, career development and organisation development.

### Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week one of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

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## Learning Outcomes

On completion of this unit, you should be able to:

- Demonstrate a sound understanding of the assessment of training needs and the design, conduct and evaluation of learning/training activities
- Demonstrate a sound understanding of current issues in career management
- Demonstrate a sound understanding of current issues in organisation development, including learning organisations and the management of HRD in small- and medium-sized enterprises

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## Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

### Knowledge

- Students will develop an understanding of the HRD foci of training and development, career development and organisation development
- Students will develop an understanding of the current environment in which HRD is conducted
- Students will develop an understanding of learning theory as it applies to the design of HRD activities
- Students will learn to research, analysis, and synthesise information relevant to HRD

### Communication Skills

- Students will be encouraged to communicate effectively using oral and written mediums and to present well-reasoned arguments in a logical and coherent manner

### Problem Solving Skills

- Students will learn how to identify and analyse HRD needs in employee development, and with regard to training and development and organisation development
- Students will learn how to develop measurable goals for training, and to design and evaluate training

### **Global Perspective**

- Students will be exposed to HRD issues in an Australian and a global context
- Students will gain an understanding of the importance of HRD for businesses and individuals to gain a competitive advantage in the marketplace

### **Social Responsibility**

- Students will be encouraged to act ethically, with integrity and social responsibility, in the assessment, delivery and evaluation of HRD processes
- Students will develop an appreciation of the impact of change on individuals and organisations

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## **Texts**

### **Prescribed Text**

Holland, P. & De Cieri, H. 2006. *Contemporary issues in human resource management: An Australia perspective*. French Forest, NSW: Pearson/Prentice Hall.

### **Recommended Texts**

Walton, J. 1999. *Strategic Human Resource Development*. Harlow, UK: FT Prentice Hall.

Werner, J. M & DeSimone, R. 2006. *Human Resource Development* 4<sup>th</sup> ed. Southbank, VIC: Thomson South Western (5<sup>th</sup> edition available)

### **School Publications**

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

*Writing Assignments: A Guide*

*School of Management Referencing Style*

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## **Recommended Reading**

The publications listed below are highly recommended for further reading on the topics covered in the unit. All books should be available in the Morris Miller library.

Argyris, C. 1999. *On organizational learning*. 2<sup>nd</sup> ed. Cambridge, Mass.: Blackwell.

Argyris, C. & Schon, D.A. 1974. *Theory in practice: increasing professional effectiveness*. San Francisco: Jossey-Bass.

Beard, C. M. & Wilson, J. P. 2006. *Experiential learning : a best practice handbook for educators and trainers*. London: Kogan Page

Burns, R. 2002. *The adult learner at work*. Crows Nest, NSW: Allen & Unwin.

Coghlan, D.& Rashford, N. S. 2006. *Organizational change and strategy : an interlevel dynamics approach*. New York, NY : Routledge

Connor, P.E. & Lake, L.K. 1988. *Managing organizational change*. New York: Praeger.

- Cummings, T. G. & Worley, C. G. 2005. *Organization development and change*. Southbank VIC : Thomson/South-Western
- Dawson, P. 1994. *Organisational change: A processual approach*. London: Paul Chapman Publishing Ltd.
- Delahaye, B. L. 2005 *Human resource development 2<sup>nd</sup>* Ed. Milton, QLD: John Wiley & Sons
- Werner, J.M. & DeSimone, R.L. 2009. *Human resource development* (5<sup>th</sup> ed.). Mason, OH: South-Western (earlier editions by DeSimone and Harris).
- Dixon, N. 1994. *The organizational learning cycle: how can we learn collectively?* London: McGraw-Hill.
- Field, L. & Ford, B. 1995. *Managing organisational learning: from rhetoric to reality*. Melbourne: Longman.
- French, W.L. & Bell, C.H. 1999. *Organization development: behavioural science interventions for organization improvement* (6<sup>th</sup> ed.). Englewood Cliffs, New Jersey: Prentice-Hall.
- Gilley, J.W. & Boughton, H.W. 1996. *Stop managing, start coaching*. Chicago: Irwin.
- Greenhaus, J.H., Callanan, G.A. & Godshalk, V.M. 2000. *Career management* (3<sup>rd</sup> ed.). Orlando: Dryden.
- Howard, R. & Haas, R.D. 1993. *The learning imperative: Managing people for continuous innovation*. Boston: Harvard Business Review.
- Inkson, K. 2007 *Understanding Careers: the metaphors of working lives*. Woodland hills, CA: Sage (not in library)
- Knowles, M. 1990. *The adult learner: A neglected species*. Houston: Gulf.
- Kolb, D. 1984. *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Laird, D. 1985. *Approaches to training and development* (2<sup>nd</sup> ed.). Reading, Mass.: Addison-Wesley.
- Limerick, D. & Cunnington, B. 1993. *Managing the new organisation: A blueprint for networks and strategic alliances*. Sydney: Business & Professional Publishing.
- Mai, R.P. 1996. *Learning partnerships: How leading American companies implement organisational learning*. Irwin: Chicago.
- Marquardt, M. & Engel, D. 1993. *Global human resource development*. Prentice-Hall.
- Mercer, M.W. 2000. *Absolutely fabulous organizational change: Strategies for success from America's best-run companies*. Lake Zurich, IL: Castlegate Publishers.
- Noe, R.A. 2002. *Employee training and development* (2<sup>nd</sup> ed.). Boston: McGraw-Hill.
- Noer, D.M. 1993. *Healing the wounds: Overcoming the trauma of layoffs and revitalizing downsized organizations*. San Francisco, CA: Jossey-Bass Inc.
- Redding, C. & Catalanello, R. 1994. *Strategic readiness*. San Francisco: Jossey-Bass.
- Rousseau, D.M. 2000. *Psychological contracts in employment: Cross-National Perspectives*. Thousand Oaks: Sage.
- Schein, E.H. 1994. *Organizational Psychology* 3<sup>rd</sup> ed. Englewood Cliffs, New Jersey: Prentice-Hall.
- Schein, E. 2004. *Organisation culture and leadership* 3<sup>rd</sup> ed. San Francisco: Jossey-Bass.

Senge, P. M. 2006. *The fifth discipline: The art and practice of the learning organisation*. London: Random House.

Senge, P., et al. 1994. *The fifth discipline fieldbook: strategies and tools for building a learning organization*. London: Nicholas Brearley.

Smith, A. 1992. *Training and development in Australia*. North Ryde: Butterworths.

Stewart, J. 1999. *Employee development practice*. London: Financial Times/Pitman Publishing.

Swanson, R. & Holten, E. 1997. *Human resource development research handbook*. San Francisco: Koehler.

Turnbull, S. & Elliott, C. 2005. *Critical thinking in human resource development*. London: Routledge

Walton, J. 1999. *Strategic human resource development*. London: Financial Times/Pitman Publishing.

Wexley, K.N. & Latham, G.P. 1991. *Developing and training human resources in organizations* (2<sup>nd</sup> ed.). New York: HarperCollins.

Zairi, M. 1996. *Benchmarking for best practice: Continuous learning through sustainable innovation*. Boston: Butterworth Heinemann.

## **Journals and Periodicals**

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

*Academy of Management Executive*

*Academy of Management Journal*

*Academy of Management Review*

*Asia Pacific Journal of Human Resources*

*California Management Review*

*Career Development International*

*Education and Training*

*Human Resource Development Quarterly*

*Human Resource Development Review*

*Human Resource Management*

*Journal of Organizational Behaviour*

*Journal of Organizational Change*

*Journal of Organizational Change Management*

*Personnel Psychology*

*Personnel Review*

*Training & Development Journal*

*Training & Development Review*

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## Spring Semester Structure

The Spring Semester consists of two compacted study sessions. The first session runs from 8 December to 12 December—with 3 hours per unit per day. The second session runs from 12 January to 16 January—again with 3 hours per unit per day.

Students are expected to have completed the relevant reading prior to attending the study sessions. Students are also encouraged to devise a study schedule involving progressive reading of textbooks in preparation for class work and assignment requirements.

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## Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See *Learning Online* <http://uconnect.utas.edu.au/> for computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

### Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

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## Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
<b>Coursework</b>			
<b>Assignment 1</b> Case study: Tassal	20	2:00pm, 19 December 2008	1500 words
<b>Assignment 2</b> Presentation	10	16 January 2009, in class	15 minutes
<b>Assignment 3</b> Essay	30	2.00pm, 26 January 2009	2500 words
<b>Examination</b>	40	Exam Period	2 hours
Total Marks	100		

\* **Word Limit:** The word limit is all-inclusive. This means that headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

## Examination

### *Format*

The final examination will be of two (2) hours duration. The exam will contribute to 40% of the overall assessment of the unit. The examination will consist of a case study with a selection of questions.

### *Scheduled date and place*

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

**Note that you will be expected to sit the examination at your recorded study centre.**

### *Supplementary Examination*

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

## ***Special Consideration and Student Difficulties***

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer or the Postgraduate Academic Adviser in the first instance. The Postgraduate Academic Adviser can provide assistance with academic issues arising from your studies and identify appropriate support for general personal issues. The Postgraduate Academic Adviser is located in Room 320b in the Commerce Building in Hobart and can be contacted by phone on 6226 1939.

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

[http://www.studentcentre.utas.edu.au/examinations\\_and\\_results/forms\\_files/index.htm#eits](http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits)

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

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## **Submission of Coursework**

### **Lodging Coursework**

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached. Both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

Please remember that you are responsible for lodging your written Coursework on or before the due date. We suggest you keep a copy—photocopying is ideal. Even in the most ‘perfect’ of systems, items sometimes go astray.

*Hobart students:* Lodge in assignment box at room 321, Commerce & Economics Building.

**All coursework must be handed in at 2.00 p.m. on the due date.**

### **Late Coursework**

#### ***Written Work***

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer’s discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

## ***Tests***

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

## **Return of Coursework**

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

## **Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

**If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor** for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

**The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## **Occupational Health and Safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: [http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

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## Workshop Outline

Included below is a brief description of the topics to be covered in this unit as well as the required readings and recommended readings and other workshop preparation. You must complete the **required reading** and **other workshop preparation** prior to the workshop.

The **recommended readings** from other texts and journals will help to clarify and expand on points, as well as introduce new perspectives and applications. You are not expected to read each of these readings, however you are expected to read one or two for each topic. These journal readings and additional texts will provide excellent research material for your assignment work and you should access several of them when writing your assignments. If you are not able to locate the journal readings in your library, then you should conduct your own literature search. Check with your librarian for advice on how best to do this. On-line journals are available through Proquest at the University Library's webpage ([www.utas.edu.au/library/](http://www.utas.edu.au/library/) click on "databases" from the right-hand menu, then select "P" from the alphabet list, and finally "Proquest").

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### Workshop 1: 8 Dec 2008

#### *Topic: HRD in Context*

The aims of the unit will be introduced, as well as the assessment and teaching program. Basics of adult development and learning will be introduced.

This topic introduces the concept of Human Resource Development (HRD) and its role within organisations. The activities involved in HRD and the relationship between HRD and an organisation's business strategy is considered. This first topic serves as the basis upon which the rest of the unit is built.

#### *Required Reading:*

Holland & De Cieri (2006):

- Chapter 1 – De Cieri & Holland: The strategic role of human resource development
- Chapter 2 – McKeown & Teicher: Human resource development in a deregulated environment

#### *Recommended Reading:*

Lafferty, G. & Roan, A. 2000. Public sector outsourcing: implications for skills and training. *Employee Relations*, 22 (1): 76-85.

Luoma, M. 2000. Investigating the link between strategy and HRD. *Personnel Review*, 29 (6): 769-790.

McCracken, M. & Wallace, M. 2000. Towards a redefinition of strategic HRD. *Journal of European Industrial Training*, 24 (2): 281-290.

McLagan, P.A. 1989. Models for HRD practice. *Training and Development Journal*, 43 (9): 49-59.

McLagan, P.A. 1996. Great ideas revisited. *Training and Development*, 50 (1): 60-65.

Smith, A. 1999. Training and development in Australia. *International Training and Development*, 3 (4): 301-313.

Smith, A. 2003. Recent trends in Australian training and development. *Asia Pacific Journal of Human Resources*, 41 (2): 231-244.

Smith, R. 2008. Aligning learning with business strategy, *T + D*, 62(11): 40-43

Wheelhan, L. & Carter, R. 2001. National training packages: a new curriculum framework for vocational education and training in Australia. *Education and Training*, 43 (6): 303-316.

### ***Other Workshop Preparation:***

Read the case on “LightCo” in Holland & De Cieri (2006), pp. 23-24.  
Watch the “Overview of HRD” interview on the BMA776 CD-ROM.

## **Workshop 2: 9 December 2008**

### ***Topic: The Psychological Contract***

The concept of the psychological contract (the basis of the second week’s seminars) will be introduced as a foundation to understanding the modern career and the relationship of the employee to work.

### ***Required Reading:***

Holland & De Cieri (2006):

- Chapter 9 – Hecker & Grimmer: The evolving psychological contract

### ***Recommended Reading:***

Arnold, J. 1996. The Psychological Contract: A Concept in Need of Closer Scrutiny? *European Journal of Work and Organizational Psychology*, 5 (4): 511-520.

Grimmer, M. & Oddy, M. 2007. Violation of the psychological contract: The mediating effect of relational versus transactional beliefs. *Australian Journal of Management*, 32 (1): 153-174.

Kabanoff, B., Jimmieson, N.L. & Lewis, M.J. 2000. Psychological contracts in Australia: A “fair go” or “not-so-happy transition”? In D.M. Rousseau & R. Schalk (Eds.) *Psychological contracts: Cross-national perspectives*: 29-45. London: Sage.

Millward, L.J. & Hopkins, L. J. 1998. Psychological contracts, organizational and job commitment. *Journal of Applied Social Psychology*, 28 (16): 1530-1553.

Robinson, S.L. & Rousseau, D.M. 1994. Violating the psychological contract: not the exception but the norm. *Journal of Organizational Behavior*, 15: 245-259.

Rousseau, D.M. 1995. *Psychological contracts in organizations*. Thousand Oaks: Sage. Chapter 4: Contemporary contracts, pp. 90-110.

Turnley, W.H. and Feldman, D.C. 2000 Re-examining the effects of psychological contract violation: unmet expectations and job dissatisfaction as mediators, *Journal of Organizational Behaviour*, 21(1):25-42.

### ***Other Workshop Preparation:***

Read the case on “CSIRO Marine Division” in Holland & De Cieri (2006), pp. 208-210.  
Watch the “Psychological Contract” interview on the BMA776 CD-ROM.

### **Workshop 3: 10 December 2008**

#### ***Topic: Training and Development I – Approaches to Learning.***

This section will introduce training and development as an HRD intervention. A context will be provided in this module for the role of training and relevant learning theory concerning adult learning will be examined.

#### ***Required Reading:***

Holland & De Cieri (2006):

- Chapter 4 – Mayson: The contribution of current ideas in adult learning to human resource development

Smith, A. 1992. *Training and development in Australia*. Sydney: Butterworths. Chapter 2: Theoretical background, pp. 13-42. (To be provided)

#### ***Recommended Reading:***

Burns, R. 1995. *The adult learner at work*. Sydney: Business & Professional Publishing.

DeWolfe Waddill, D. & Marquardt, M. 2003. Adult learning orientations and action learning. *Human Resource Development Review*, 2 (4): 406-429.

Rusaw, A. 2000. Uncovering training resistance. *Journal of Organizational Change*, 13 (3): 249-263.

#### ***Other Workshop Preparation:***

Read the case on “Learn@Work: St. George Bank” in Holland & De Cieri (2006), pp. 93-94.

Watch the “HRD in a Deregulated Environment” interview on the BMA776 CD-ROM.

### **Workshop 4: 11 December 2008**

#### ***Topic: Training and Development II – Designing, Conducting and Evaluating Training***

This part of the module will consider issues in the design of training interventions, and some material concerning implementation. This is the next stage in the training cycle, and as such relies on effective diagnosis, and on an understanding of learning theory. The aim is not to offer “train-the-trainer” style solutions, but rather consider the principles of effective training design. The final stage of the training cycle concerns evaluation. This is a necessary stage that is akin to needs assessment in its purposes. A model of evaluation will be discussed which considers two forms of evaluation: content (or outcome) and process.

#### ***Required Reading:***

Holland & De Cieri (2006):

- Chapter 5 – Cooney and Bhatia: Analysing, designing and implementing workplace training programs
- Chapter 6 – Waterhouse & Townsend: Evaluation, workplace learning and the human resource development professional

Dick, B. 1990. *The design of experiential learning activities*. Brisbane: Interchange. (To be provided)

#### ***Recommended Reading:***

Adams, D. & Waddle, C. 2002. Evaluating the return from management programmes: individual returns versus organizational benefits. *International Journal of Contemporary Hospitality*, 14(1): 14-20.

Dick, B. 1989. *Approaches to project evaluation*. Brisbane: Applied Psychology Group. (In workshop readings)

DeSimone, R.L., Werner, J.M. & Harris, D.M. 2002. *Human resource development* (3<sup>rd</sup> ed.). Orlando, FL: Harcourt College Publishers. Chaps 5 & 6: Designing effective HRD programs & Implementing HRD programs.

Garavan, T. & McGuire, D. 2001. Competencies and workplace learning: some reflections on the rhetoric and reality. *Journal of Workplace Learning*, 13(4): 144-163.

Laird, D. 1985. *Approaches to training and development* (2<sup>nd</sup> ed.). Reading, Mass.: Addison-Wesley.

Bassi, L. 2007. What matters in measuring learning. *Training and Development in Australia*, 34(4): 13-15.

Ng, A. 2001. Adventure learning: Influence of collectivism on team and organizational attitudinal changes. *Journal of Management Development*, 20(5): 424-440.

Sadler-Smith, E., Down, S. & Lean, J. 2000. Modern learning methods: rhetoric and reality. *Personnel Review*, 29(4): 474-490.

Schonewille, M. 2001. Does training generally work? *International Journal of Manpower*, 22(102): 158-172.

Smith, A. 2003 Recent trends in Australian training and development, *Asia Pacific Journal of Human Resources*, 41(2):231-244

Stewart, J. 1999. *Employee development practice*. London: Financial Times/Pitman Publishing. Chap 10: Evaluating employee development contributions.

Yamhill, S. & McLean, G.N. 2001. Theories supporting transfer of training. *Human Resource Development Quarterly*, 12(2): 195-208. (In workshop readings)

Welch, J. and Welch, S. 2006 How to Be a Talent Magnet, *Business Week*, 4000:124, 9 Nov

### ***Other Workshop Preparation:***

Read the case on “Building the Business Case for Training” in Holland & De Cieri (2006), pp. 128-131.

## **Workshop 5: 12 December 2008**

### ***Topic: Training and Development III – Training and organisational change, organisational learning***

The big picture of training – can it really be used to change organisations into learning organisations? final stage of the training cycle concerns evaluation. This is a necessary stage that is akin to needs assessment in its purposes. A model of evaluation will be discussed which considers two forms of evaluation: content (or outcome) and process.

### ***Required Reading:***

Holland & De Cieri (2006):

- Chapter 7 – Smith: Training, organisational change and the emergence of learning and development
- Chapter 8 – Tharenou: The impact of training on organisational effectiveness
- Chapter 13 – Härtel, Strybosch & Blyth: The learning organisation

Waddell, D.M., Cummings, T.G. & Worley, C.G. 2004. *Organisation development and change* (Pacific Rim 2<sup>nd</sup> edn). Melbourne: Thomson. Chapter 2: The nature of planned change, pp. 30-50. (In workshop readings)

### ***Recommended Reading:***

Adams, D. & Waddle, C. 2002. Evaluating the return from management programmes: individual returns versus organizational benefits. *International Journal of Contemporary Hospitality*, 14 (1): 14-20.

Appelbaum, S. & Gallagher, J. 2000. The competitive advantage of organizational learning. *Journal of Workplace Learning: Employee Counselling Today*, 12(2): 40-56.

Dick, B. 1989. *Approaches to project evaluation*. Brisbane: Applied Psychology Group.

Garavan, T. & McGuire, D. 2001. Competencies and workplace learning: some reflections on the rhetoric and reality. *Journal of Workplace Learning*, 13 (4): 144-163.

Laird, D. 1985. *Approaches to training and development* (2<sup>nd</sup> ed.). Reading, Mass.: Addison-Wesley.

Ng, A. 2001. Adventure learning: Influence of collectivism on team and organizational attitudinal changes. *Journal of Management Development*, 20 (5): 424-440.

Sadler-Smith, E., Down, S. & Lean, J. 2000. Modern learning methods: rhetoric and reality. *Personnel Review*, 29 (4): 474-490.

Schonewille, M. 2001. Does training generally work? *International Journal of Manpower*, 22 (102): 158-172.

Stewart, J. 1999. *Employee development practice*. London: Financial Times/Pitman Publishing. Chap 10: Evaluating employee development contributions.

Waclawski, J. 2002. Large-scale organizational change and performance: An empirical examination. *Human Resource Development Quarterly*, 13(3): 289-305. (In workshop readings)

Yamhill, S. & McLean, G.N. 2001. Theories supporting transfer of training. *Human Resource Development Quarterly*, 12(2): 195-208. (In workshop readings)

### ***Other Workshop Preparation:***

Read the case on “Learning at Honeywell” in Holland & De Cieri (2006), pp. 303-304.

Watch the “Knowledge Management and Knowledge Workers” interview on the BMA776 CD-ROM.

## **Workshop 6: 12 January 2009**

### ***Topic: Career Development I***

This section will consider issues in career development. The concept of the psychological contract has already been introduced as a foundation to understanding the modern career and the relationship of the employee to work. Models of life and career development will be discussed.

### ***Required Reading:***

Holland & De Cieri (2006):

- Chapter 10 – Donohue: The evolution of career management

Greenhaus, J.H., Callanan, G.A. & Godshalk, V.M. 2000. *Career management* (3<sup>rd</sup> ed). Orlando, FL: The Dryden Press. Chapter 5: Career development: an overview, pp. 107-126. (To be provided)

### ***Recommended Reading:***

Atkinson, C. 2002. Career management and the changing psychological contract. *Career Development International*, 7 (1): 14-23.

Clarke, M 2007 Where to from here? Evaluating employability during career transition, *Journal of Management and Organization*, 13(3): 196-211.

Cappelli, P. 1999. Career jobs are dead. *California Management Review*, 42 (1): 146-167.

Kacmar, K. M., Andrews, M. C., Van Rooy, D. L., Steilberg, R. C., and Cerrone, S. 2006. Sure everyone can be replaced . . . but at what cost? Turnover as a predictor of unit-level performance, *Academy of Management Journal*, 49: 133–144.

Murray, P. and Syed, J 2005. Succession management: Trends and current practice, *Asia Pacific Journal of Human Resources*, 43(2):210–224.

Scholarios, D. Lockyer, C. and Johnson, H. 2003 Anticipatory socialisation: The effect of recruitment and selection experiences on career expectations, *Career Development International* 8(4):182–197

### ***Other Workshop Preparation:***

Read the case on “Career Management at TechCo” in Holland & De Cieri (2006), pp. 234-235.  
Watch the “Career Development” interview on the BMA776 CD-ROM.

## **Workshop 7: 13 January 2009**

### ***Topic: Career Development II – Careers in Contemporary Work and Life***

This section will consider further issues in career development. In particular, we will look at careers in contemporary work and life, particularly with regard to maintaining a balance between careers, work and life.

### ***Required Reading:***

Holland & De Cieri (2006):

- Chapter 11 – Bardoel: Work-life and human resource development

### ***Recommended Reading:***

Armstrong-Stassen, M., Cameron, S.J. & Horsburgh, M.E. 2001. Downsizing-initiated job transfer of hospital nurses: How do the job transferees fare? *Journal of Health and Human Services Administration*, 23:470-489.

Bardoel, E. A. De Cieri, H. & Santos, C. 2008. A review of work life research in Australia and New Zealand, *Asia Pacific Journal of Human Resources*, 46(3), 316-333.

Baruch, Y. 2004. Transforming careers: From linear to multidirectional career paths. *Career Development International*, 9 (1): 58-73.

Cambron, L. 2001. Coping with job loss. *Far Eastern Economic Review*, 164: 85-86.

Charlesworth, S. 2007 Paid Maternity Leave in 'Best Practice' Organisations: Introduction, Implementation and Organisational Context *Australian Bulletin of Labour*, 33(2): 158-179.

Fahrer, M. 2008 Carol Schwartz: Reversing the brain drain from business, *Melbourne Review*, 4(1): 26-30

Hall, D.T. 1996. Protean careers of the 21<sup>st</sup> century. *Academy of Management Executive*, 19 (4): 8-16.

Herriot, P & Pemberton, C. 1997. Facilitating new deals. *Human Resource Management Journal*, 7: 45-56.

Jacoby, S.M. 1999. Are career jobs headed for extinction? *California Management Review*, 42:123-145.

Liddicoat, A.(2003 Stakeholder perceptions of family-friendly workplaces: An examination of six New Zealand organizations, *Asia Pacific Journal of Human Resources*, 41(3):354 – 370.

Pocock, B. 2005 Work-life ‘balance’ in Australia: Limited progress, dim prospects. *Asia Pacific Journal of Human Resources*, 43 (2):198–209.

**Productivity Commission** 2008 Public Inquiry: Paid Maternity, Paternity and Parental Leave, [www.pc.gov.au/projects/inquiry/parentalsupport](http://www.pc.gov.au/projects/inquiry/parentalsupport)

Russell, G. and Bourke, J. 1999. Where does Australia fit in internationally with work and family issues. *Australian Bulletin of Labour* 25 (3): 115-128.

Walton, S. & Mallon, M. 2004. Redefining the boundaries? Making sense of career in contemporary New Zealand. *Asia Pacific Journal of Human Resources*, 42 (1): 75-95.

### **Other Workshop Preparation:**

Read the cases on “Harmers” and “Ernst & Young” in Holland & De Cieri (2006), pp. 260-261.  
Watch the “HRD and Work/Family Issues” interview on the BMA776 CD-ROM.

## **Workshop 8: 14 January 2009**

### **Topic: Career Development III – Careers in Contemporary Work and Life**

This section will consider further issues in career development. Diversity issues in careers will also be considered, as well as the different career expectations held by and about different cohorts of people.

### **Required Reading:**

Holland & De Cieri (2006):

- Chapter 12 – Hutchings: Diversity and human resource development

### **Recommended Reading:**

Armstrong-Stassen, M. 2008 Human resource practices for mature workers: And why aren't employers using them? *Asia Pacific Journal of Human Resources*, 46: 334-352.

Gray, L. & McGregor, J. 2003. Human resource development and older workers: Stereotypes in New Zealand. *Asia Pacific Journal of Human Resources*, 41 (3): 338-353.

Palmer, G. 2003. Diversity management, past, present and future. *Asia Pacific Journal of Human Resources*, 41 (1): 13-24.

### **Other Workshop Preparation:**

Read the case on “Mixed Ages Technology Corporation” in Holland & De Cieri (2006), pp. 285-286.

## **Workshop 9: 15 January 2009**

### **Topic: HRD in SMEs and Informal Approaches to HRD**

This section will consider further issues in organisation development. Material on learning organisations will be continued from the previous workshop. The main focus, however, will be on the application of HRD approaches to small and medium enterprises (SMEs) and the context for more informal approaches to HRD.

### ***Required Reading:***

Walton, J. 1999. *Strategic human resource development*. London: Financial Times / Prentice Hall. Chapter 13: Small and medium-sized enterprises and human resource development, pp. 324-351. (To be provided)

### ***Recommended Reading:***

ABS. 2002. *Year Book Australia*. Industry Overview: Special article – Employment generation by the small business sector.

Atkinson, C (2007) Building high performance employment relationships in small firms, *Employee Relations*, 29(5): 506-509.

Conlon, J. 2004. A review of informal learning literature, theory and implications for practice in developing global professional competence. *Journal of European Industrial Training*, 28 (2-4): 283-295.

Hill, R. & Stewart, J. 2000. Human resource development in small organizations. *Journal of European Industrial Training*, 24: 105.

Jones, J. 2004. Training and development, and business growth: A study of Australian manufacturing small-medium sized enterprises. *Asia Pacific Journal of Human Resources*, 42 (1): 96-121.

Kerr, A. & McDougall, M. 1999. The small business of developing people. *International Small Business Journal*, 17 (2); 65-74.

Matlay, H. 2002. Training and HRD strategies in family and non-family owned small businesses: A comparative approach. *Education and Training*, 44 (8/9): 357-369. (In workshop readings)

Penn, D.W., Ang'wa, W., Forster, R., Heydon, G. & Richardson, S.J. 1998. Learning in smaller organisations. *The Learning Organisation*, 5: 128.

Sparrow, S. 2004. Time to take an informal approach? *Training Magazine*, May: 5.

### ***Other Workshop Preparation:***

Watch the “HRD ans SMEs” interview on the BMA776 CD-ROM.

## **Workshop 10: 16 January 2009**

### ***Class presentations (Assignment 2), Unit Review and Exam Preparation***

Class presentations will be completed, the unit will be reviewed, unasked questions and unraised issues discussed, and time will be devoted to examination preparation.

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## Assignment Topics

### Assignment 1 – Case study

*Due Date:* 2.00pm, Friday 19 December 2008

*Length:* 1500 words

*Value:* 20 marks

The Tassal case study is provided on the BMA776 CD-ROM. Tassal is headquartered in the Huon Valley, along with its processing factory, and is Australia's largest commercial aquaculture operation. Being a medium-sized employer in a regional area, it offers a series of unique challenges from an HRD point of view. The aim of this piece of assessment is to develop a **training and development plan for the induction of new staff members** to Tassal. Tassal already has an induction process in place, so in writing this plan, you will also be required to consider the effectiveness of the existing process. You can either focus on a specific job category – e.g. an employee in the processing factory or a marine scientist – or you can produce a generic induction process that could be adapted for specific job categories as required.

In writing up the training and development plan, you will need to show evidence that you have considered the following:

- Theories that support adult learning
- Needs assessment, including a consideration of trainee characteristics
- Principles of effective training design, including the setting of objectives
- How the induction process could be evaluated

Your training and development plan is expected to be fully referenced, that is, you will need to provide appropriate justification and support for what you propose. This can most easily be done with reference to journal and textbook material of proper standard.

Appendices may be used for the inclusion of any additional supporting material.

## **Assignment 2 – Presentation**

*Due Date:* Various, Friday 16 January, 2009

*Length:* 15 minutes, pairs or singly

*Value:* 10 marks

This presentation will be the forerunner to the essay of Assignment 3. It will enable you to test out concepts and ideas and receive some feedback before the major essay is due. In cases where students elect to present in pairs, only a single topic as detailed in Assignment 3 may be chosen.

Students should expect to answer questions from the rest of the class and the lecturers after the presentation.

### **Assignment 3 – Essay**

*Due Date:* 2.00pm, Friday 26 January 2009

*Length:* 2500 words

*Value:* 30 marks

This assessment involves writing an essay on one of the questions/topics from the list below. The essay will require an extensive list of references – at least fifteen should be aimed for in order to get above a pass. These should include academic journal articles as well as books. The essay should be written to academic standard. Do not hand in work that has not been proof-read or checked for correct grammar, spelling, punctuation and so forth. The essay must have a carefully constructed argument to be read by an intelligent reader who has some understanding of the area.

You are also expected to provide practical “real-world” examples to illustrate your answer. This latter point is important and should not be missed. Examples may be drawn from cases written about in the literature, or can be from your own working life. If the latter, make sure that enough relevant information is provided to make the example understandable to the reader without wasting words on pure description.

***The list of question/topics follows:***

- What are the implications of the “psychological contract” for HRD theory and practice?
- How have models of career development evolved to accommodate a “flexible” work environment?
- What are the implications of a diverse workforce for the management of careers?
- What problems are associated with the implementation of planned change and how can they be overcome?
- What are the barriers to the development of a learning organisation and how can they be overcome?
- How does the role of HRD change in small and medium enterprises as compared to large enterprises?
- How can the consideration of work-life issues in the workforce aid an organisation in being more competitive?
- What value can the older worker bring to an organisation and what policies and procedures need to be in place to make use of this resource?

If there is another HRD topic you would like to write about that is not on this list, please see the lecturer.

## Study Schedule

Semester 5, 2008

Start of Week	Session One Topics	Chapter	Comments
8 December 2008	HRD in Context	Chapters 1 and 2	
9 December 2008	The psychological contract	Chapter 9	
10 December 2008	Training and development I – Approaches to learning.	Chapter 4	
11 December 2008	Training and development II – Designing, conducting and evaluating training	Chapters 5 & 6	
12 December 2008	Training and development III – Training and organisational change, the learning organisation	Chapter 7, 8 & 13	<b>Assignment 1 due 19 December 2008</b>
Start of Week	Session Two Topics	Chapter	Comments
12 January 2009	Career development I – Career development	Chapters 10	
13 January 2009	Career development II – Careers in contemporary work and life 1	Chapter 11	
14 January 2009	Career development II – Careers in contemporary work and life 2	Chapter 12	
15 January 2009	Organisation and development II – HRD in SMEs and informal approaches to HRD	Walton Chapter 13	
16 January 2009	Presentations, unit review and exam preparation		<b>Presentations 16 January 2009, Assignment 3 due 26 January 2009</b>
<p>A Calendar/Study Planner showing dates is available from School of Management website at <a href="http://www.utas.edu.au/mgmt/student.htm">http://www.utas.edu.au/mgmt/student.htm</a>.</p>			