

BMA224/324
Human Resource Development

Semester 1, 2009

This unit will be offered in:

Launceston and Hobart

The lecturing team responsible will be:

Dr Col Winkler (Lecturer-in-Charge)

Room: A-248
Phone: 6324 3102
Email: colinw@utas.edu.au

Chris Adams

Room: 311 (Hobart)
Phone: 6226 2823
Email: cadams0@utas.edu.au

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

Introduction to the Unit

The development of an organisation's human resources is now widely recognised as a critical component for gaining competitive advantage in the global marketplace. Today's HRD professional is expected to have business acumen, including an understanding of profitability 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 two primary areas of human resource development: training and development and career development.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two 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.

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 HRD.
- Demonstrate the ability to apply the learning to specific situations.

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 learning theory as it applies to the design of HRD activities.
- Students will develop an understanding of HRD processes.
- Students will develop an understanding of current issues in the HRD area on training and development and career development.
- Students will learn to research, analyse, and synthesise information relevant to HRD.

Communication Skills

- Students will develop oral group-work skills through the process of developing responses to assigned tutorial questions.
- 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.
- Students will learn how to formulate measurable goals for training and development.
- Students will learn how to design and evaluate training processes.

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 global marketplace.

Social Responsibility

- Students will be encouraged to act ethically, with integrity and social responsibility, in the assessment, delivery and evaluation of HRD processes.

Prerequisites

BMA101 Introduction to Management and appropriate base level for relevant major (e.g., BMA151 Principles of Marketing, BMA181 Introduction to International Business, BMA121 Management of Human Resources); for another degree, successful completion of any 2 level 100 units (i.e. 25% of level 100) in a relevant social science discipline.

Texts

Prescribed Text

Noe, R.A., 2008. *Employee training and development* (4th Edition). New York: McGraw-Hill/Irwin.

Recommended Text

Holland, P. & De Cieri, H. 2006. *Contemporary issues in human resource development: An Australian perspective*. Frenchs Forest: Prentice Hall.

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

Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

Books

Argyris, C. 1999. *On organizational learning*. Cambridge, Mass.: Blackwell.

Burns, R. 2002. *The adult learner at work* (2nd ed.). Sydney: Business & Professional Publishing.

Craig, R.L.(ed.) 1996. *The ASTD training and development handbook: A guide to human resource development*. (4th ed.). New York, McGraw Hill.

- Delahaye, B.L. 2005. *Human resource development: Adult learning and knowledge Management* (2nd ed.). Milton, Queensland, Wiley.
- Field, L. & Ford, B. 1995. *Managing organisational learning*. Melbourne: Longman.
- Goldstein, I.L. and Ford, J.K. 2002. *Training in organisations: Needs assessment, development and evaluation*. (4th ed.). Belmont, California Wadsworth,.
- Greenhaus, J.H., Callanan, G.A. & Godshalk, V.M. 2000. *Career management* (3rd ed.). Orlando: Dryden.
- Hartley, S. 2002. *The trainer's toolbox: Authentic case studies and vignettes for trainers, educators and facilitators*. Sydney, Prentice Hall.
- Howard, R. & Haas, R.D. 1993. *The learning imperative: Managing people for continuous innovation*. Boston: Harvard Business Review.
- Knowles, M. S., Swanson, R. A., & Holton, E. F. III, 2005. *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). California, Elsevier Science and Technology Books.
- Kolb, D. 1984. *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Laird, D. 2003. *Approaches to training and development*. Reading, Massachusetts: Addison-Wesley.
- Mabey, C. and Finch-Lees, T. 2008. *Management and Leadership Development*. London, Sage Publications.
- Mercer, M.W. 2000. *Absolutely fabulous organizational change: Strategies for success from America's best-run companies*. Lake Zurich, IL : Castlegate Publishers.
- Reid, M.A., Barrington, H., and Brown, M. 2004. *Human resource development: Beyond training interventions*. London, Chartered Institute of Personnel and Development Publishing.
- Saks, A.M. and Haccoun, R.R. 2007. *Managing performance through training and development*. (4th ed). Toronto, Canada, Thomson Nelson.
- Schein, E. 1992. *Organisation culture and leadership*. San Francisco: Jossey-Bass.
- Stewart, J. 1999. *Employee development practice*. London: Financial Times/Pitman Publishing.
- Swanson, R. & Holten, E. 1997. *Human resource development research handbook*. San Francisco: Koehler.
- Tovey, M.D. and Lawlor, D.R. 2004. *Training in Australia: Design, delivery, evaluation, management* (2nd ed.). Frenchs Forest, N.S.W., Pearson Prentice Hall.
- Werner, J.M. & DeSimone, R.L. 2006. *Human resource development* (4th ed.). Mason, OH: Thomson South-Western Publishers.
- Wexley, K.N. 2002. *Developing and training human resources in organisations* .(3rd ed.). Upper Saddle River, New Jersey, Prentice Hall.
- Wilson, J.P. 2005. *Learning and training for individuals and Organizations* (2nd ed.). London, Kogan Page Ltd

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 Human Resource Management

HRD Quarterly

Human Resource Management

Journal of Organisational Change Management

Journal of Organizational Behaviour

Personnel Psychology

Training & Development Journal

Training & Development Review

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/courseonline/privacy.htm>.

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* |
|---|-------|--------------------|---|
| Coursework | | | |
| Syndicate Presentation & Self-Critique | 20 | Various Various | Presentation 30-45 minutes Self-Critique 700 words |
| Evaluation – A Comparison of Frameworks | 10 | 24 April 2009 | 600 words |
| Analytical Report | 20 | 22 May 2009 | 1500 words |
| Examination | 50 | Exam Period | 3 hours |
| Total Marks | 100 | | |

* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

Examination

Format

There will be a three-hour closed-book examination with a value of 50 per cent at the completion of the semester.

The best preparation for the exam is attending lectures, reading assigned chapters in the text and participating in tutorials consistently throughout the semester.

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 in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

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

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.

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>

All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.

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

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

Hobart students: Lodge in assignment box next to room 321, level 3, Commerce & Economics Building.

Launceston students: Lodge in assignment box beside room A170.

All coursework must be handed in at 2.00 pm 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/plagiarism/> & <http://www.academicintegrity.utas.edu.au/>

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

Tutorial Program

Tutorial Questions for Discussion

Note that the tutorial program does not start until Week 2 of semester.

The topics listed below refer to the “Discussion Question” numbers in the Prescribed Text (there are occasional modifications to the terminology – these modifications should be used in preparing your answers).

All Students should draft their own responses to each topic listed below – this will enable you to gain the maximum benefit from the Syndicate Presentations on the topics in weeks when these occur.

| Week | Start of Week | Chapter | Tutorial Topic |
|------|---------------|---------|--|
| 2 | 2 Mar | 2 | <u>Strategic Training</u> 5 & 6 & 10 Which strategic training and development initiatives do you think all organisations should support in today’s economic climate? Why? Are any of the strategic training and development initiatives more important for small business? Explain. How could SWOT analysis be used to align training activities with business strategies and goals? |
| 3 | 9 Mar | 3 | HOBART <u>Needs Assessment</u> 10 Discuss the types of evidence that you would look for in order to determine whether a needs analysis has been improperly conducted. LAUNCESTON <i>Public Holiday – Eight Hour Day</i> |
| 4 | 16 Mar | 4 | HOBART <u>Learning: Theories and Program Design</u> 13 You have a one-day training room experience in which you need to help a group of engineers and software programmers learn to become project managers. After training, they will have to manage some significant projects. Discuss the instructional characteristics and activities you will use to ensure that the engineers and software programmers learn project management. Identify the course parameters and develop a sample training session plan. LAUNCESTON <u>Needs Assessment</u> 10 Discuss the types of evidence that you would look for in order to determine whether a needs analysis has been improperly conducted. |
| 5 | 23 Mar | 5 | HOBART <u>Transfer of Training</u> 6 What technologies might be useful for ensuring transfer of training? Briefly describe each technology and how it could be used. How might you motivate managers to play a more active role in ensuring transfer of training? LAUNCESTON <u>Learning: Theories and Program Design</u> 13 You have a one-day training room experience in which you need to help a group of engineers and software programmers learn to become project managers. After training, they will have to manage some significant projects. Discuss the instructional characteristics and activities you will use to ensure that the engineers and software programmers learn project management. Identify the course parameters and develop a sample training session plan. |
| | | 5 | <u>Transfer of Training</u> 6 What technologies might be useful for ensuring transfer of training? Briefly describe each technology and how it could be used. How might you motivate managers to play a more active role in ensuring transfer of training? |

| | | | |
|--------------------------------------|--------|----|---|
| 6 | 30 Mar | 6 | <p><u>Training Evaluation</u></p> <p>7 A group of managers (N = 25) participated in the problem-solving module of a leadership development program two weeks ago. The module consisted of two days in which the group focused on the correct process to use in problem solving. Each manager supervises 15 to 20 employees. The organisation is willing to change the program, and there is an increasing emphasis in the organisation to show that training expenses are justifiable. You are asked to evaluate this program. Your manager would like the results of the evaluation no later than six weeks from now. Discuss the outcomes you would collect and the design you would use. How might your answer change if the managers have not yet attended the program?</p> |
| 7 | 6 Apr | | <p style="text-align: center;"><i>Study Week 6 – 10 April</i></p> |
| <p>Mid-Semester Break 9—15 April</p> | | | |
| 8 | 20 Apr | 7 | <p><u>Traditional Training Methods</u></p> <p>2 & 6 If you had to choose between adventure learning and action learning for developing an effective team, which would you choose? Defend your choice. Table 7.10 compares training methods on a number of characteristics. Explain why simulation and behaviour modeling receive high ratings for transfer of training.</p> |
| 9 | 27 Apr | 8 | <p><u>E-Learning and the Use of Technology in Training</u></p> <p>11 Distance learning can be used to deliver a lecture to geographically dispersed trainees. How might distance learning be designed and used to avoid some of the learning and transfer of training problems of the traditional lecture method?</p> |
| 10 | 4 May | 9 | <p><u>Employee Development</u></p> <p>5 Your CEO is interested in hiring a consultant to help identify potential managers from current employees of a fast-food restaurant. The manager's job is to help wait on customers and prepare food during busy times, oversee all aspects of restaurant operations (including scheduling, maintenance, on-the-job training, and food purchase), and motivate employees to provide high-quality service. The manager is also responsible for resolving disputes between employees. The position involves working under stress and coordinating several activities at one time. Your CEO asks you to outline the type of assessment program you believe would best identify employees who could be successful managers. What will you tell your CEO?</p> |
| 11 | 11 May | – | <p>(i) Legal Issues will be covered in a separate handout.</p> |
| | | 11 | <p><u>(ii) Careers and Career Management</u></p> <p>9 If you were asked to develop a career management system, what would it look like? How might you evaluate whether it was effective? What information would you use to develop the system?</p> |
| 12 | 18 May | 13 | <p><u>The Future of Training and Development</u></p> <p>2 What new skills will trainers need to be successful in the future?</p> |
| 13 | 25 May | | <p>Unit Review</p> |

Assignment Topics

Assignment 1 Syndicate Presentation & Self-Critique

Due Date: Syndicate Presentation: Various
Written Self-Critique by Presenting Syndicate: 1 week after Presentation, and in accordance with the requirements set out in the section “Lodging Coursework”.

Length: Syndicate Presentation 30 – 45 minutes
Written Self-Critique 700 words (excluding references)

Value: Syndicate Presentation 13 marks
Written Self-Critique 7 marks

- Students will be allocated to Syndicates.
- Each Syndicate will select or be allocated a date and its associated Presentation session.
- The Syndicate will plan the Presentation session, including (but not confined to) the roles of all Syndicate Members, and the preparation and presentation of any audiovisual aids (see note on evaluation below).
- The Syndicate’s Presentation will be evaluated by each individual in the remainder of the class on a set of criteria to be distributed in Week 1. These evaluations will be given to the Presenting Syndicate immediately following their Presentation.
- Each Syndicate will prepare a Written Self-Critique of not more than 700 words setting out what they considered to be the positive and negative features of their Presentation. This must incorporate a summary of the evaluations from the remainder of the class, and include as an appendix, all the actual evaluation sheets as completed by the rest of the class.

Assignment 2 Evaluation – A Comparison of Frameworks

Due Date: Thursday 24 April 2009

Length: 600 words maximum

Value: 10 marks

Kirkpatrick's framework as presented in Noe is one of the most widely used approaches to evaluation, however there are several other frameworks which are worth examining.

Your task here is to prepare a brief review of Kirkpatrick's approach in comparison with at least **three** of the other frameworks. You must explain where the *pro forma* provided for your individual evaluation of the Syndicate Presentations fit into each of the frameworks. *See Assignment 1 above.*

This comparison may be in whatever format you consider highlights the points of comparison – a tabular format may be preferred by some, however other formats are also suitable.

A good starting point is Werner, J.M. and DeSimone, R.L. 2009. *Human Resource Development* (Fifth Edition) Mason, Ohio: South-Western Cengage Learning. pp201-208. The 4th edition (2006) is also relevant, pp235-242. Werner & DeSimone is on Reserve in the Morris Miller and Newnham Libraries.

It is worth noting that Table 7-2 in Werner & DeSimone is a useful expansion on Noe's coverage of cognitive, skill-based, and affective outcomes.

Assignment 3 Analytical Report

Due Date: Thursday 22 May 2009

Length: 1500 words maximum

Value: 20 marks

Choose **ONE (1)** of the following topics, ensuring that you **clearly** identify the topic on the Assignment Submission Form.

If you have any difficulties in accessing any of the sources, advise your Tutor.

Topic 1 Chapter 5

Go to “Managing Knowledge Management” *Oilfield Review* (Spring 2001):66–83

http://www.slb.com/media/services/resources/oilfieldreview/ors01/spr01/p66_83.pdf

Read the article “Managing Knowledge Management” and prepare a report comparing the experiences of each of the seven companies in establishing knowledge management infrastructures and how the experts see the future in this area. Include Schlumberger in your report, even though their Vice President (Knowledge Management) was nominally the Moderator for the “round table” discussion. This “package” examines the varied approaches to sharing knowledge utilised by BP (England), Chevron (USA), Rodulfo Prieto (Venezuela), Statoil (Norway), Shell International (The Netherlands), Schlumberger (USA), and Texaco (USA). You may find it useful to start with the boxed text headed “Knowledge management is...” on page 78, as this provides the working definitions characteristic of each of the seven companies. You may elect to incorporate a table highlighting the comparisons.

Topic 2 Chapter 7

Go to <http://www.rabqsa.com>, the website for RABQSA International to familiarise yourself with the work of this organisation which is accredited by the Joint Accreditation System of Australia and New Zealand (JAS-ANZ) as meeting the requirements of the International Standard for Personnel Certification Bodies, ISO/IEC 17024:2003. Then go to <http://www.rabqsa.com/docs/downloads/TCD69.pdf>, and review each of the seven Competencies in the Six Sigma Green Belt under each of the heads of “Performance Criteria” and “Evidence Guide”. Prepare a report assessing the overall picture created by these Competencies against the idea of Action Learning”. In addition, your report must include an explanation of whether the Green Belt requirements meet all the criteria of Action Learning? If so, explain how. If not, why not.

Topic 3 Chapter 8

Go to <http://www.isense.com>, the website for InterSense, an organisation that develops and markets motion tracking projects used for commercial applications. From the list of “Markets” select one from the options of “Military”, “Industrial”, “Life Sciences”, “Research and Engineering”, “Entertainment”, then select “Learn More”, then choose two or more Case Studies which interest you. On the basis of the information in the Case Studies which you select, prepare a report outlining the strengths and weaknesses of each simulation.

Topic 4 Chapter 9

Go to <http://www.humanresourcesmagazine.com.au/articles/A9/0C01C1A9.asp?Type=60Category=875> Study Craig Donaldson’s article “Plugged in HR: the General Electric Strategy”. Prepare a report addressing each of the following:

- Evaluate General Electric’s policy of the organisation’s leaders being encouraged to take ownership of the people development process.
- Succession planning GE is based on annual “Session C” leadership and reviews of organisational talent. Why are these reviews effective?
- What is the “9 Block”? Evaluate the effectiveness of this tool.

Topic 5 Chapter 13

Chapter 13 discusses several trends that will influence the future of training. Based on future social, economic, political, or technological factors, identify three additional trends that you think will influence training. Write a report summarising your ideas, ensuring you provide a rationale for your trends.

Study Schedule

Semester 1, 2009

| Week | Start of Week | Text Chapter | Topic | Due Dates |
|--|---------------|--------------|---|--|
| 1 | 23 Feb | 1 | Introduction to Training and Development | |
| 2 | 2 Mar | 2 | Strategic Training | |
| 3 | 9 Mar | 3 | HOBART Needs Assessment LAUNCESTON <i>Public Holiday – 8 hour Day</i> | |
| 4 | 16 Mar | 4 | HOBART Learning: Theories and Program Design LAUNCESTON Needs Assessment | |
| 5 | 23 Mar | 5 | HOBART Transfer of Training LAUNCESTON Learning: Theories and Program Design Transfer of Training | |
| 6 | 30 Mar | 6 | Training Evaluation | |
| 7 | 6 Apr | | <i>Study Week 6 – 10 April</i> | |
| Mid-Semester Break 9—15 April | | | | |
| 8 | 20 Apr | 7 | Traditional Training Methods | Assignment 2 due 24 April 2009 before 2:00pm |
| 9 | 27 Apr | 8 | E-Learning and the Use of Technology in Training | |
| 10 | 4 May | 9 | Employee Development | |
| 11 | 11 May | – | (i) Legal Issues will be covered in a separate handout. (ii) Careers and Career Management | |
| 12 | 18 May | 11 | | |
| 13 | 25 May | 13 | The Future of Training and Development | Assignment 3 due 22 May before 2:00pm |
| | | | Unit Review | |
| Exam Period 6 June–23 June | | | | |
| A Calendar/Study Planner showing dates is available from School of Management website at http://www.utas.edu.au/mgmt/student.htm . | | | | |