

BHM351 LEARNING & TALENT DEVELOPMENT

Academic Year 2012/13

Number of Aston Credits: 15

Number of ECTS Credits: 7.5

Staff Member Responsible for the Module:

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Availability: See 'office hours' on door
Or contact the Work & Organisational Psychology Group administrator
Mrs Jenny Thompson, South Wing 802, Extension: 3257

Other Staff Teaching the Module:

Louise Montgomery, Head of Service Capability, Royal Bank of Scotland

Pre-requisites for the Module:

None

Mode of Attendance:

On Campus

The module addresses the following programme-level outcomes:

MSc Human Resource Management and Business: Outcomes A5, Knowledge and understanding of training and development; B1, Demonstrating a high level of intellectual and analytical skill as well as understanding of HR as it relates to learning and talent development and D7, Enhanced personal skills and self-confidence in order to optimize career prospects.

MSc Organisational Behaviour: Outcome A9, Theories addressing employee development and its contribution to organisational effectiveness in an international context

MSc Work Psychology and Business Outcome A5, The role of employee development and its contribution to organisational effectiveness, and contemporary issues in an international context

MSc Business & Management Outcome A2, Business and Management policies and practices in a range of international contexts

Module Objectives and Learning Outcomes:

By the end of the module, course participants will be able to:-

- > Explain the meaning of the terms 'learning', 'training' and 'development' through reference to the latest theories that explain how people learn at work.
- > Critically explore selected theories of organizational learning and the implications presented for promoting workplace learning and knowledge.
- > Assess and analyze the role of international and national factors for L & D activity.
- > Critically assess the role and contribution of the training cycle as a tool for maximizing workplace learning.
- > Analyze how L & D needs can be assessed both formally through job training analysis and informally through workplace interventions such as coaching.
- > Critically explore what factors constitute the effective design and delivery of L & D
- > Understand and explain what factors promote effective evaluation L & D

Module Content:

- Week 1:** Introduction to module: What is learning, training and talent development (L & D)? Key themes and theories
- Week 2:** Organizational learning and workplace learning: Implications for L & D
- Week 3:** A 6-stage cycle: identifying organizational and individual learning needs
- Week 4:** International, national and ethical factors in L & D
- Week 5:** Designing L & D: Theoretical insights and practical perspectives
- Week 6:** The practitioner perspective: Louise Montgomery
- Week 7:** Delivering L & D: As change agent, trainer and facilitator
- Week 8:** Evaluation and learning transfer
- Week 9:** Discussion on the assignment
- Week 10:** **Assignment hand-in date**

Corporate Connections:

The members of Work & Organisational Psychology Group have extensive corporate connections with national and international corporations such as Ricoh, Coutts, the National Health Service and manufacturing organisations across the United Kingdom. They draw on these connections to inform the course material and discussions within the formal taught element.

International Dimensions:

The aim of this module is to look at issues like cross culturalism and globalisation and to put them into a context of L & D in organizations. The module includes criticism of dominant Western approaches by drawing on the knowledge and experience of module tutors, visiting lecturers and course participants themselves. The ethnic composition of the cohort is frequently diverse. Some students have had experience of managing or being part of L & D activity overseas and participants are encouraged to share their insights with the wider group.

Contribution of Research:

The module will encompass relevant research carried out within the Work & Organizational Psychology Group; for example, organizational learning and the role of HR practices. Other research conducted by group members investigates training and performance management in the NHS and Human Resource Development in a variety of national contexts, such as the Middle East and India.

Ethics, Responsibility & Sustainability:

We consider ethical issues throughout the module, for example, as factors for L & D specialists to take on board when selecting individuals to participate in learning and talent development activities. The module emphasizes that L & D specialists have a particular remit to work with senior management in building workplace cultures that foster growth and help people to reach their full potential at work. Ethical factors are considered explicitly in Week 2, as detailed above.

Method of Teaching & Learning:

The sessions will include lectures, discussions, group presentations, individual exercises; case studies, videos/ DVD's and visiting lecturer input. There is also a (frequently) challenging and stimulating on-going discussion on Blackboard. Please participate to gain full benefit from the module.

Method of Assessment and Feedback:

The sessions will include lectures, discussions, group presentations, individual exercises; case studies, videos/ DVD's and visiting lecturer input.

Learning Hours:

Contact hours	27
Class preparation	17
Directed learning/additional reading	50
Private study/assessment preparation	56
Total	150

The following essential and recommended readings are subject to change. Students should not therefore purchase textbooks prior to commencing their course. If students wish to undertake background reading before starting the course, many of the chapters/readings are available in electronic form via on-line library catalogues and other resources.

Essential Reading:

Harrison, R. (2009). Learning and Development. 5th ed. CIPD, London. Chapters 1 & 4

Mankin, D. (2009). Human Resource Development. Oxford University Press, Oxford.

Recommended Reading:

Blanchard, P. & Thacker, J. (1010). Effective training: Systems, strategies and practices. Prentice Hall, New Jersey.

McKenzie, J. & van Winkelen, C. (2004). Understanding the knowledgeable organization. London, Thomson.

Stewart, J. & Rigg, D. (2011). Learning and Talent Development. London, CIPD.

Sloman (2007). The changing world of the trainer. London, CIPD

Simmonds, D. (2003). Designing and delivering training. CIPD, Londo

Other reading is important and is specified reading list on blackboard on a week-by-week basis. It is important to read in advance of lectures and to check understanding afterwards



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Students are encouraged to read 'People Management' and the Business sections of 'The Times' and or 'The Telegraph' on a regular basis.

A FINAL POINT: -

Self-development and learning are important themes central to this module and students are expected to avail themselves of the rich and varied sources of learning open to them rather than relying solely on the taught aspects of the module. One of the key strengths of the module material lies in the aspirations it conveys, both in terms of your own individual progression and your learning as you collaborate with others.

We hope that you will be inspired by your reading and learning to move in new directions to achieve your own career and personal goals. In the words of Goethe:

'Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now!'



For further information on any of the opportunities that Aston Business School offers, please contact:

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