**MAKERERE UNIVERSITY BUSINESS SCHOOL**

**FACULTY OF MANAGEMENT**

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

**COURSE OUTLINE FOR BACHELOR OF HUMAN RESOURCE MANAGEMENT YEAR TWO**

**SEMESTER: Two ACADEMIC YEAR: 2024/2025**

**COURSE: HUMAN RESOURCE DEVELOPMENT**

**COURSE CODE: BHR 2201**

**COURSE FACILITATORS’ DETAILS:**

|  |  |  |
| --- | --- | --- |
| **NAMES**  | **EMAIL/PHONE CONTACTS** | **OFFICE LOCATION** |
| Mr. Duncan Mugumya | dmugumya@mubs.ac.ug 0701212081 | Old staff Resource centre  |
| Mr. Nasiima Sentrine  | snasiima@mubs.ac.ug 0782435059 | Block G upper  |
| Ms. Mariam Lukungu | mlukungu@mubs.ac.ug 0781224797 | New staff Resource center  |
| Ms. Nakabiri Leah | lnakabiri@mubs.ac.ug 0754505686 | New staff Resource center  |

**Course Description**

Human Resource Training and development examines the activities and processes that impact on organizational and individual learning. The focus is on interventions which change, or improve the ability to improve organizational productivity. The interventions can range from the strategic to the functional areas of training.

The emphasis is on how Training relates to a changing workplace and emerging theories and practices in the management of organizations and learning needs of people in the workforce. The course makes the assumption that virtually all organizations, whether private or public, business or not-for-profits operate in an increasingly turbulent and competitive environment.

**Objectives of the course**

At the end of the course students will be able to:

1. Explain the strategic fit between organization and individual learning and how to ensure alignment to business objectives.
2. Assess organisational, departmental, team and individual training needs, provide suitable interventions and link them to performance and effectiveness of the organisation.
3. Comprehend a broad range of effective and efficient training solutions and interventions through developing, designing and implementing training programmes.
4. Illustrate the internal and external professional partnerships necessary for identification and development of competencies required at the individual, group/departmental and organizational levels.

**Outcomes of the course**

At the end of the course, the students will be able to;

1. Advise the management team and other employees of the organization about the strategic importance of Human resource Training.
2. Conduct training needs assessment and define training needs at the overall, task and individual levels.
3. Create and maintain human resource training partnerships, within and outside the organization.
4. Provide leadership for the development, implementation and evaluation of Human Resource Training programmes

**Methods of delivery**

Class instructions/ Lecture method

Group discussions and presentations

Guest lecturers to give practical exercises

Demonstration/ Practical assignments

**Mode of assessment**

Coursework One 15%

Coursework Two 15%

Final Examination 70%

**TOTAL 100%**

**COURSE CONTENT**

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| **Topic**  | **Description**  | **Week**  | **Facilitator**  |
| 1.Introduction  | * Scope of Human Resource Development
* Human resource training vs Human resource development
* Evolution of the human resource development function
* Human resource development and organizational strategy
* Benchmarking Human resource development practice.
* Big – Five drivers of Human resource development.
* Justification for Human resource development at individual, team and organizational level. (Rationale)
* Barriers associated with Human resource development.
 |  1 & 2 | Duncan  |
| 2.Training Needs Assessment | * Definition of Training Needs Analysis
* Rationale for Training Needs Analysis
* Steps in conducting Training Needs Analysis
* Levels of Training Needs Analysis
* Determinants of Training Needs
 | 3 &4 | Duncan  |
| 3.Designing Training programmes  | * Designing training objectives
* Human resource training stakeholders
* Rationale of designing training objectives specific to each stakeholder
* Types of training objectives
* Determinants of training objectives.
* Designing a Training programme
 | 5 | Mariam  |
| 4.Implementation of Training programmes * Training Environment
 | * Methods for conducting Training
* Criteria for selecting Training Methods.
* Application and challenges of different Training methods
 | 6 & 7  | Mariam  |
| * Partners in Learning
 | * Conducting a training of trainers (T.O.T)
* Roles of Trainers/ Selecting a training facilitator
* Competencies of facilitators
 | 8 | Sentrine  |
| 5. Approaches to learning * Action Learning
 | * Understanding Action learning
* Components of Action learning
* Types of Action learning Program
* Stages of Action learning
* Challenges associated with Action learning
* Parties and their responsibilities in action learning
 | 9 & 10 | Sentrine |
| * Learning Theories
 | * Individual differences in Learning
* Learning Theories & their implication
* Social learning theory
* Andragogy (Adult learning theory)
* Characteristics of Adult Learners
* Experiential Learning Cycle
 | 11 | Leah |
| 6. Evaluation of HRT programmes  | * Definition and rationale of Evaluating Training programmes
* Parties and their responsibilities in Evaluation
* Approaches to HRT Evaluation
* Assessing & Optimizing (ROI) – Return on Investment in HRT.
 | 12 | Leah  |
| Employee and Leadership development | * Differences between training and development
* Methods for employee and leadership development
 | 13 | Leah  |

**RECOMENDED READING MATERIALS**

1. Armstrong. M. (2009). Handbook of Human Resource Management practice (11th ed.). London: Kogan Page.
2. Cho, Y. & Egan, T. M. (2009). Action Learning Research and Conceptual Framework. Human Resource Development Review8, 431-462.
3. Elliott, M., Dawson, R. and Edwards, J. (2009) ‘Providing demonstrable return-on-investment for organisational learning and training’, Journal of European Industrial Training, 33(7), pp.657-670.
4. McAlinden, F, (2015)," Using Action Research and Action Learning (ARAL) to develop a response to the abuse of older people in a healthcare context ", Journal of Work-Applied Management, Vol. 7 Iss 1 pp. 38 – 51
5. Giangreco, A., Sebastinao, A. and Peccei, R. (2009) ‘Trainees reactions to training: An analysis of the factors affecting overall satisfaction with training’, International Journal of Human Resource Management, 20(1), pp.96-111.
6. Hyatt, Marcia, Belden-Charles, Ginny, and Stacey, Mary (2007) Action Learning in The Change Handbook: The Definitive Resource on Today’s Best Methods for Engaging Whole Systems, San Francisco, Berrett-Koehler.
7. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2011). The adult learner (7th ed.). Burlington, MA: Elsevier, Inc.
8. Kopp. D.M. (2014). Human Resource Development: Performance Through Learning. San Diego: Bridgepoint Education. ISBN 10: 1621781739, 13: 978-1-62178-173-8.
9. Marco Guerci, Marco Vinante, (2011) "Training evaluation: an analysis of the stakeholders' evaluation needs", Journal of European Industrial Training, Vol. 35 Iss: 4, pp.385 – 410
10. Marquardt, Michael (2004) Optimizing the Power of Action Learning: Solving Problems and Building Leaders in Real Time, Palo Alto, CA, Davies-Black.
11. McGill, Ian & Brockelbank, Anne (2004) The Action Learning Handbook: Powerful techniques for education, professional development and training, New York, Routledge Falmer.
12. McGuire, D., & Jorgensen, K. M. (2010). Human resource development: Theory and practice.
13. Moon, J.A. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice. New York: RoutledgeFalmer.
14. Muhammad Zahid Iqbal, Rashid Ahmad Khan, (2011) "The growing concept and uses of training needs assessment: A review with proposed model", Journal of European Industrial Training, Vol. 35 Iss: 5, pp.439 – 466
15. Nakamura, Y. T. (2013). Social Networks that Improve Performance at Work: The Impact of an Executive Education Program at the Fire Department of New York. Developing Leaders: Executive Education in Practice, Issue 11.
16. Nielson, B. (2009). 6 Why Corporate Training Programs Fail. Copy Right. [online] <http://EzineArticles.com/?expert=Bryant_Nielson>.
17. Rae L (2006) Designing Training Programmes, including needs identification and evaluation, Infinity Books.
18. Torrington, D. and Hall L. (2008). Human Resource Management. London Prentice hall International (UK Ltd). pg. 401-2,381-2.
19. Byarugaba, J.K, Nakate M, Mugumya, D. (2008). Human Resource Training and Development