TEACHING PLAN

Graduate Program: Business Management

Course: ☒ Academic Master's   ☐ Professional Master's   ☒ Doctorate

Discipline: Training and Human Development in Organizations	**Discipline code**: ENST10592

Professor: Janette Brunstein	**DRT**: 1125417

Workload: 48h	**Credits:** 4	☐ Mandatory ☒ Elective

Syllabus: Study of environments and processes of human development and training. Understanding of the leading theories underlying the studies on Training and Human Development at Work. Understanding the procedures and conditions for the Development of Competence at Work. Identification of the relationships between Human Development at Work, Corporate Education, and Sustainable Development. Analysis of the meanings of the training for sustainable human development in business schools. Emerging topics in Human Development and Training studies. Methods and perspectives of research in training and Human Development in business organizations and schools.

Assessment Criteria: The evaluation of the course will be continuous and will be at the service of learning. It will take into account the student's ability to read, understand and evaluate texts; to discuss appropriately the topics covered by making reflections between the content under discussion and their own experiences; and, from there, to elaborate a final report that expresses its evolution during the discipline.
Therefore, students will be evaluated continuously by criteria that include:
Seminar Facilitation - 25%
Participation and intermediate paperwork - 25%
Final Report - 50%

Bibliography: AREVALO, Jorge A.; MITCHELL, Shelley F. (Ed**.). Handbook of Sustainability in Management Education:** In Search of a Multidisciplinary, Innovative and Integrated Approach. Edward Elgar Publishing, 2017.
COTTER, Richard J. Reflexive spaces of appearance: rethinking critical reflection in the workplace. **Human Resource Development International**, v. 17, n. 4, p. 459-474, 2014.
GAMBRELL, James A. Beyond personal transformation: Engaging students as agents for social change. **Journal of Multicultural Affairs**, v. 1, n. 2, p. 2, 2016.
GLISCZINSKI, Daniel. Transforming our perspectives: Tattoos, the hippocampus, and premise reflection. **Journal of Transformative Learning**, v. 3, n. 1, p. 22-27, 2015.
ILLERIS, K. **The general conditions of workplace learning**. London and New York: Routledge, 2011.
KUCHINKE, P.K. Human development as a central goal for human resource development. **Resource Development International**, v. 13, n. 5, p. 575–585, November, 2010.
LUNDGREN, H.; POELL, R. F. On critical reflection: A review of Mezirow's theory and its operationalization. **Human Resource Development Review**, v. 15, n. 1, p. 3-28, 2016.
MEZIROW, J.; TAYLOR, E.W, and Associates (Org.) **Transformative learning in practice:** insights from community, workplace, and higher education, 2010.