

# Western Continuing Studies

## Training & Development

BSMG6211

### Course Outline

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#### Description:

This course provides students with an overview of the role of Training and Development in organizations, as part of the mandate of Human Resource Management. You will learn about needs analysis, program design, development, learning administration and program evaluation. Topics include adult learning theory, transfer of training, training techniques, and trends in training to support talent development.

This on-line course is designed in the philosophy of active learning and uses individual reflection, group discussions, written exercises, case-studies and a presentation to support the process of learning.

#### Learning Outcomes:

- To explore the role and function of training and development in organizations
- To introduce students to the process of learning to support talent development
- To raise awareness of the implications of learning theory on the effectiveness of training programs
- To introduce the steps involved in designing, developing and implementing a training program in an organizational setting
- To be able to evaluate various types of training programs and management development concepts

#### Learning Objectives:

At the completion of this course, students should be able to:

- Describe the contexts within which training and development activities occur and the factors that impact the function
- Identify, analyze and discuss theory and concepts in the field of organizational training and development to effectively position the training function
- Working as a team, apply the theories and concepts of adult learning and training by designing a training program using a needs assessment and determine training objectives
- Discuss and apply various types of training concepts and techniques to individual exercises, reflections, discussions and workplace case studies

#### Evaluation Methods:

1. Participation – 20%
2. Reflections (3) – 20%
3. Capstone Project – 30% (10% peer evaluation and 20% instructor evaluation)
4. On-line Final Exam – 30%

#### Additional notes:

- Discussions and presentations should be academic in style and content
- Keep language simple and on topic
- I statements are allowed
- Cite all references using the style of your choice (APA)

*Please contact Continuing Studies if you require information in an alternate format, or if any arrangements can be made to ensure that this course is accessible to you. If you would like to provide feedback about accessibility-related issues that are specific to your experience with Continuing Studies, you may do so using our comment box (located in the entrance of the office) or you may contact Accessibility at Western (accessibility@uwo.ca or 519-661-2111, extension 85562); the feedback will be forwarded to the appropriate individual or area for follow-up.*

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- Use paraphrases of meaning to cite other sources. Only use direct quotes when there is no other way to say it.

## Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on “Scholastic Offences” in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>.

Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University’s code of conduct.

## Student Code of Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

## Plagiarism:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

## Course Schedule

Unit	Date & Format	Topic & Learning Objectives	Readings and Coursework
1	Online	<b>Introduction to Training</b> Learning Objectives for this Unit: <ul style="list-style-type: none"> <li>• Explain the differences between performance management, training, development, and human resource development and how they are related</li> <li>• Discuss the role of training and development in the performance management process</li> <li>• Explain how training and development benefits organizations, employees, and society</li> <li>• Explain why some organizations invest more than others in training and development</li> <li>• Discuss the context of training and development and the relationships between the different factors</li> <li>• Explain the instructional systems design (ISD)</li> </ul>	Student post-course work: <ul style="list-style-type: none"> <li>• Read Chapter 1 (pgs 1-41) in MPTD</li> <li>• Review virtual classroom environment</li> <li>• Participate in Online discussions and introductions</li> <li>• Teams will be assigned this week</li> </ul>

Unit	Date & Format	Topic & Learning Objectives	Readings and Coursework
		model of training and development and its implications for the training and development process	
2	Online	<p><b>Development and Organizational Learning</b> Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the meaning of organizational learning and a learning organization</li> <li>• Describe a learning organization in terms of the five disciplines, principles, and key dimensions</li> <li>• Explain the differences between explicit and implicit knowledge and the different types of intellectual capital</li> <li>• Describe how organizations manage knowledge</li> <li>• Discuss how communities of practice and informal learning contribute to organizational learning</li> <li>• Evaluate the learning system in an organization using the multilevel systems model of organizational learning</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 2 (pgs. 42-71) in MPTD</li> <li>• Participate in Online discussions</li> </ul>
3	On-line	<p><b>Examining learning and motivation</b> Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Define learning and describe learning outcomes</li> <li>• Describe the three stages of learning and resource allocation theory</li> <li>• Use Kolb's learning styles to distinguish the different ways people learn</li> <li>• Compare and contrast the different learning theories of learning and motivation</li> <li>• Explain why training motivation is important for learning</li> <li>• Describe the model of training effectiveness</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 3 (pgs 72 -107) in MPTD</li> <li>• Participate in Online discussions</li> </ul>
4	Online	<p><b>The Needs Analysis Process</b> Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Define "needs analysis" and describe the needs analysis process</li> <li>• Explain how to conduct an organizational, task, and person analysis as well as a cognitive task analysis and a team task analysis</li> <li>• Describe how to determine solutions to performance problems and when training is likely to be the best solution</li> <li>• Compare and contrast the different methods and sources for conducting a needs analysis</li> <li>• Describe the obstacles to conducting a needs analysis and how to conduct a rapid one</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 4 (pgs 108-142) in MPTD</li> <li>• Participate in Online exercises and discussion</li> <li>• <b>Provide Reflection #1</b></li> </ul>
5	On-line	<p><b>Training Design</b> Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Write a training objective that includes the four</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 5 (pgs 143-174) in</li> </ul>

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		<p>elements and three components</p> <ul style="list-style-type: none"> <li>• Explain how to decide to purchase or design a training program and how to write an RFP</li> <li>• Describe how to determine the content of a training program</li> <li>• Explain how to use the conditions of practice to maximize benefits</li> <li>• Compare and contrast routine expertise and adaptive expertise</li> <li>• Explain how to design a training program</li> </ul>	<p>MPTD</p> <ul style="list-style-type: none"> <li>• Participate in Online discussions</li> </ul>
6	Online	<p><b>Training Methods: On and Off the Job</b> Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Define instructional methods and instructional media</li> <li>• Describe commonly used off the job instructional methods such as lecture, discussion, case study, modelling, and role plays, and the advantages/disadvantages of each.</li> <li>• Describe common training techniques used off the job including job aids, coaching, apprenticeship and mentoring and their advantages and limitations.</li> <li>• Identify when and how to use each instructional method</li> <li>• Apply Kolb's learning cycle to suggest activities to support a learning objective</li> <li>• Discuss the advantages of blended training</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 6 (pgs 175-203) and Chapter 7 (pgs 204-234) in MPTD</li> <li>• Participate in Online discussions</li> </ul>
7	On-line	<p><b>Technology in Training</b> Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Define and discuss technology based training, traditional training and computer based training</li> <li>• Compare and contrast instructor led learning to self-directed learning</li> <li>• Explain how video conferencing, web conferencing, webinars, webcasts and the virtual classroom are used</li> <li>• Discuss Web 2.0 and 3.0 technologies, including social media</li> <li>• Outline the advantages and disadvantages of different technology options</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 8 (pgs 235-264) in MPTD</li> <li>• Participate in Online discussions</li> <li>• <b>Provide Reflection #2</b></li> </ul>
8	Online	<p><b>Training Delivery &amp; Learning Transfer</b> Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Develop a detailed lesson plan</li> <li>• Describe the characteristics of an effective trainer</li> <li>• Determine who should attend a training program</li> <li>• Explain how to create a positive learning climate</li> <li>• Explain how to use Gagne's nine events of instruction</li> <li>• Develop solutions to training delivery program</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapters 9 (pgs 265-295) and Chapter 10 (pgs 296-331) in MPTD</li> <li>• Participate in Online discussions</li> </ul>
9	On-line	<p><b>Training Evaluation and Costing Training Programs</b></p>	<p>Student Course work:</p>

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		<p>Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Define training evaluation and the reasons for conducting them</li> <li>• Describe different types of evaluation methods</li> <li>• Describe barriers to evaluation</li> <li>• Discuss the models of training evaluation and their interrelationships</li> <li>• Calculate various costs of training programs</li> <li>• Compare and contrast cost-effectiveness evaluation and cost-benefit evaluation</li> <li>• Explain what “credibility” means when estimating the benefits of training programs</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 11 in (pgs 332 - 370) and 12 (pgs 371 – 393) in MPTD</li> <li>• Participate in Online discussions and exercises</li> </ul>
10	Online	<p><b>What is Management Development?</b></p> <p>Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Define “management” and “management development”</li> <li>• Describe roles, functions, and critical skills of managers</li> <li>• Discuss issue of leadership development</li> <li>• Understand differences between transactional, transformational, and authentic leadership</li> <li>• Explain emotional intelligence and its relevance</li> <li>• Discuss different types of management development programs</li> <li>• Discuss the effectiveness of management and leadership programs</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 14 (pgs 423-463) in MPTD</li> <li>• Participate in online discussions and exercises</li> <li>• <b>Provide Reflection #3</b></li> </ul>
11	On-line	<p><b>Training Programs</b></p> <p>Learning Objectives for this Unit:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the different types of training that organizations provide</li> <li>• Explain why an organization would provide the various types of training programs</li> <li>• Identify situations in which the various types of training described in the chapter are required by an organization</li> <li>• Explain the potential benefits that an organization can realize by implementing each type of training</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 13 (pgs 394-422) in MPTD</li> <li>• Participate in Online discussions and exercises</li> </ul>
12	Online	<p><b>The Evolution and Future of Training and Development</b></p> <p>Learning Objective for this Unit:</p> <ul style="list-style-type: none"> <li>• Describe how the role of training professionals has changed</li> <li>• Describe the required competencies of training and development professionals</li> <li>• Explain the role of ethics in training and development</li> <li>• Describe the evolution of training and development in organizations</li> <li>• Discuss continuous and lifelong learning and the</li> </ul>	<p>Student Course work:</p> <ul style="list-style-type: none"> <li>• Read Chapter 15 (pgs 464 – 476) in MPTD</li> <li>• Participate in Online discussions and exercises</li> <li>• <b>Final Projects to be posted on-line</b></li> </ul>

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Unit	Date & Format	Topic & Learning Objectives	Readings and Coursework
		four pillars of lifelong learning	
	On-line	<b>Final Exam</b> The final exam is a timed and on-line test worth 30% of the final grade. Students will have three hours to complete 60 multiple-choice questions.	The final exam will cover key learning objectives from the entire course.