TRAINING AND DEVELOPMENT
HURS6006

Course Outline (online)

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 fully online course is designed in the philosophy of active learning and uses individual reflection, group discussions, written exercises, and case-studies to support the process of learning.

Course Goals:
 To explore the role and function of training and development in organizations as a mandate of Human Resources Management and the larger environmental and organizational contexts
- 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

Course 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, the ISD/ADDIE model and Kolb's learning cycle to a specific learning need, to develop a learning plan and instruct the class
- Discuss and apply various types of training concepts and techniques to individual exercises, discussions and workplace case studies

Texts:
TBA

Evaluation Methods:
1. Self-Assessment Participation – 15%
2. Online Quizzes (4) – 20%
3. Team Training Online Lesson & Paper – 35%
4. Proctored Final Exam – 30%

1. **Online Participation (15%)**

You will be assigned into teams for online group discussions. Participation will be assessed based on contributions to weekly online discussions. Evidence of participation will include the completion of required online exercises, discussions and use of examples from experience or evidence from the text, and/or additional evidence found through personal research from academically sound sources. **You will**

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self-assess your online participation through a tool provided on OWL. The instructor reserves the right to adjust marks as necessary.

The purpose of this evaluation is to encourage preparation and thoughtful contributions to online discussions, including critical thinking and a demonstrated comprehension of course concepts.

Please note that I will be hosting one-hour ZOOM sessions to review weekly conten. Attendance is encouraged for these sessions but it is NOT mandatory.

2.   Online Quizzes (20%)

Four multiple choice quizzes worth 5% each will evaluate your understanding of the assigned readings in the textbook. Quizzes will be available in the **Tests & Quizzes tab on OWL.** Quizzes open at 9 am on the Monday of their assignment, and close the Sunday at 9 pm. Please complete them in the allotted time.

3.   Team Training Online Lesson and Paper (35%)

You will work within your assigned teams to develop and design a learning plan for a specific learning objective, of the team's choice. The learning objective can be anything you can teach us in an online forum setting using the forums tool – how to knit an arm cowl, steps on how to write a good essay, or even re-teach us a concept from the course. You can incorporate video, PowerPoint, and any other appropriate online tool of your choice. Feel free to be creative in your use of discussion other online tools.

The activity must be a relatively simple exercise. You can choose whatever context you decide – I would recommend you create an employer context (e.g. a new restaurant, a camp, etc.) and choose a related training exercise. Consider teaching something you might do in the workplace. Do not choose an already existing employer and re-teach their methods to us.

During the allotted week, you will **need to post all your lesson materials and teach your lesson as you deem appropriate**. More details of your team process **will be in your submission of your learning/lesson plan to the instructor (5 pages max).**

The intention of this assignment is for the team to work through the entire design process (simple needs analysis to planning for evaluation) to apply their learning in a meaningful way. This assignment supports remote working teambuilding and interpersonal skills, and application and analysis of course theories and concepts.

You are free to divide the work as your team decides, and this is recommended for your team's success. You are encouraged to use synchronous and asynchronous online tools like Zoom, Skype, GoogleMeet, GoogleDocs, Facebook and other online collaboration tools to complete your group project and paper.

Note: all team members will receive the same grade for this assignment.

4.   Final Exam (30%)
There will be **a final summative** multiple choice test. It will be time-limited and will be completed online. There will be **sixty** (60) questions. Questions will measure definition, comprehension and application of course concepts. The concepts tested will include those found within each assigned chapter. Please note: the online exam will use a proctoring software program

**Please note: if this course is being taken as part of the Human Resources Professional Association's (HRPA) Certified Human Resources Professional (CHRP) knowledge exam coursework requirement, a minimum grade of 50% or higher is required on this final exam to gain credit for the course.

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Final Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

**Please note: a minimum overall grade average of 70% is required, with no individual course grade lower than 65% to complete the Diploma in Human Resources. Students must obtain an average of 70% in all ten required courses with no individual course grade below 65% to progress to practicum.

Additional notes:
- Use the posted rubrics to self-assess when completing your assignments
- Discussions and presentations should be academic in style and content
- Keep language simple and on topic
- I statements are allowed
- Cite all references online or in assignments using the style of your choice (MLA, APA, etc)
- I prefer you use paraphrasing of meaning to cite sources. This shows you comprehend concepts. 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.

Plagiarism:

All required papers **will** 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).

Statement on Professionalism:

Students enrolled in this program are expected to maintain standards of professionalism consistent with those in the workplace. Please consult your instructor if you require clarification on these standards and their interpretation for a specific course.

Code of Student 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

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procedures that the University will follow. For the complete Code of Student Conduct: http://www.uwo.ca/univsec/pdf/board/code.pdf.

How often will the instructor communicate with me?

Messages received through OWL or email will be responded to within 24 hours. Students may request a web meeting with the instructor.

Policy on Late Assignments:

Late assignments may be accepted, pending a request in advance for accommodation to the instructor. If an assignment is submitted more than twenty-four hours after its deadline, without a request to the instructor, a mark of zero will be assigned. After which the assignment will not be accepted and a grade of zero will be assigned unless documentation for accommodation has been provided in advance.

Tests and Exams:

Tests and examinations in this course will be conducted using the remote proctoring service, Proctortrack. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. More information about this remote proctoring service is available in the Online Proctoring Guidelines at the following link: https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf.

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. Information about the technical requirements are available at the following link: https://www.proctortrack.com/tech-requirements/.

Requesting Academic Accommodation:

We recognize that, from time-to-time, and for varied reasons, students may require accommodation for assignments, tests, or other academic responsibilities. The following information should be used as a guideline for you to balance fairness with personal accountability as you work to fulfill course and program requirements. If you have any questions about these details, please contact the Program Manager.

•   If you have disability-related accommodation needs, Services for Students with Disabilities (SSD) plays a central role in Western's efforts to ensure that its academic programs are accessible for students with disabilities at the graduate and undergraduate levels. SSD arranges academic accommodation for classes, exams, internships and other course or program activities. To request academic accommodation for medical/disability-related needs, contact SSD to meet with a counsellor to discuss your accommodation needs as soon as possible. SSD can be reached at 519-661-2147 or ssd@uwo.ca. Note that accommodation from previous studies does not transfer to Diploma/Certificate programs.

•   If you require accommodation for other human-rights based needs, please contact your instructor directly with your accommodation request.

•   Approval of non-medical or non-human rights-based accommodations is at the discretion of course instructors, who may consult with the Program Manager in some circumstances.

•   If you require accommodation for a short-term medical issue, please follow the Accommodation for Illness – Undergrads policy available through the Academic Policies section of the University Secretariat website. You may also contact the Program Manager directly for assistance with this policy.

When will I receive my grades?

Assignments will be marked and the grades available on OWL, within two weeks of all assignments being

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submitted, unless otherwise noted. Final grades will be available within two weeks after the last scheduled day of the course. A grade report can be printed from myWCS.

Students taking this course for professional development or as a sample course prior to applying to the program can print a grade report from myWCS.

How do I hand in assignments?

All assignments will be submitted electronically through OWL using the assignment tool or as noted. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy. It is the student's responsibility to ensure that all assignments forwarded to the instructor arrive before the due date. If you experience difficulty in submitting assignments through OWL, you are responsible for contacting the instructor and arranging an alternate method of delivery (e.g. e-mail attachment) for the assignment.

Course Schedule:

Unit	Topic & Learning Objectives	Readings and Coursework
1	**Introduction to Training and Development and Organizational Learning** Learning Objectives for this Unit: • Explain what training and development looks like in organizations such as performance management, training and development and how they are related • Describe the many benefits of training and development for employees, organizations and society broadly (e.g. legislative requirements) • Explain the Instructional Systems Design (ISD) model • Discuss the importance of strategic human resources management and a model for training and development.	Student post-course work: • Read Chapter 1 in MPTD • Review virtual classroom environment • Participate in discussions and introductions • Teams will be assigned this week • Students will need to their textbooks to fully participate
2	**Examining learning and motivation** Learning Objectives for this Unit: • Define organizational learning and a learning organization • Explain the five principles of a learning organization • Define the difference between explicit and implicit knowledge • Define knowledge management and explain how knowledge is acquired • Describe different types of informal and formal learning activities • Define learning and describe learning outcomes • Describe the three stages of learning and resource allocation theory • Outline conditioning and social cognitive theories and their implications for learning and development • Discuss Kolb's learning styles and the learning	Student Course work: • Read Chapter 2 in MPTD • Participate in Online discussions and assessments • **Quiz #1: Training and development and supporting theories (Chapters 1 and 2)**

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Unit	Topic & Learning Objectives	Readings and Coursework
	cycle • Explain adult learning theory and how it relates to training and development and the workplace • Define motivation and goal setting theory • Describe a model of training effectiveness	
3	**The Needs Analysis Process** Learning Objectives for this Unit: • Describe the process of needs analysis and why it's important • Describe an organizational, task and person analysis • Define a cognitive and team task analysis and when to use each • Describe the process of analyzing performance problems using Mager & Pipe's framework • Describe the methods and sources for conducting a needs analysis • Describe individual and organizational obstacles to conducting a needs analysis and how to overcome them	Student Course work: • Read Chapter 3 in MPTD • Participate in Online exercises and discussion • Students should also begin working with their teams on their Training Presentations and determine their learning objective for their lesson
4	**Training Design** Learning Objectives for this Unit: • Define training objectives and the four elements and three components of them • Describe how to determine the content for a training program • Describe types of training methods and define blended learning • Discuss active learning and designing programs for optimal outcomes	Student Course work: • Read Chapter 4 in MPTD • Participate in Online discussions, view videos and complete exercises • **Complete the Online Quiz #2: Training Design and Objectives (Chapters 3 and 4)**
5	**Training Methods: On and Off the Job** Learning Objectives for this Unit: • Define instructional methods and instructional media • Describe commonly used off the job instructional methods such as lecture, discussion, case study, modelling, and role plays, and the advantages/disadvantages of each. • Describe common training techniques used on the job including job aids, coaching, apprenticeship and mentoring and their advantages and limitations. • Identify when and how to use each instructional method • Discuss the advantages of blended training	Student Course work: • Read Chapter 5 and Chapter 6 in MPTD • Participate in Online discussions and assessments
6	**Technology in Training** Learning Objectives for this Unit: • Define and discuss technology based training, traditional training and computer based training	Student Course work: • Read Chapter 7 in MPTD • Participate in Online

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Unit	Topic & Learning Objectives	Readings and Coursework
	• Compare and contrast instructor led learning to self-directed learning • Define asynchronous and synchronous learning • Define video conferencing, web conferencing, webinars, webcasts and the virtual classroom • Define generative and adaptive learning. • Discuss Web 2.0 and 3.0 technologies, including social media • Outline the advantages and disadvantages of technology-based training options	discussions and assessments • **Complete Online Quiz #3: Training Methods: On and Off the Job and Technology (Chapters 5-7)**
7	**Training Delivery & Learning Transfer** Learning Objectives for this Unit: • Define a lesson plan and how to develop one • Describe the elements of a positive learning climate • Discuss Gagne's nine events of instruction • Identify problems and solutions to issues in training delivery • Define the concept of learning/training transfer • Discuss approaches to increasing learning transfer before, during and after a training program	Student Course work: • Read Chapters 8 and 9 in MPTD • Participate in Online discussions
8	**Training Evaluation and Costing Training Programs** Learning Objectives for this Unit: • Define training evaluation and the reasons for conducting them • Describe models of training evaluation such as Kirkpatrick's framework • Describe different types of evaluation methods • Describe barriers to evaluation • Explain the importance of costing programs • Describe how to cost programs • Explain cost effectiveness and cost-benefit evaluation • Explain how to conduct how to conduct a net-benefit analysis, benefit-cost ratio, and return on investment	Student Course work: • Read Chapters 10 and 11 in MPTD • Participate in Online discussions and exercises • **Complete Online Quiz #4: Training Delivery, Evaluation and Costing (Chapters 8-11)**
9	**Management Development** Learning Objectives for this Unit: • Define management and management development • Describe the roles and functions of managers • Describe models of management skill development • Discuss leadership development and emotional intelligence • Discuss different types of management and leadership programs	Student Course work: • Read Chapter 13 in MPTD • Participate in online discussions and exercises
10	**Training Programs and the Evolution and Future of Training and Development** Learning Objectives for this Unit: • Describe orientation and essential skills training	Student Course work: • Read Chapter 12 and Chapter 14 in MPTD • Participate in Online

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Unit	Topic & Learning Objectives	Readings and Coursework
	• Describe types of training such as legislative requirements (e.g. WHMIS training), team training, sales training, and total quality management training • Describe the changing role of Training and Development in organizations, and training professionals	discussions and exercises
11	**Team Training Online Lessons** The purpose of this assignment is to support teambuilding and interpersonal skills, and apply, analyze and synthesize some of the course theories and concepts relevant to chosen workplace contexts. **The instructor will review your lesson and your course colleagues will participate throughout the week.**	**Online Lessons from each team:** • Each team will post their lessons by Tuesday end of day, so the instructor and class can review them. • Everyone is expected to engage in lessons, so that all lessons have at least one comment/discussion post.
12	**Course Review** Students will have the opportunity to discuss challenges and surprises in course content and have their top questions answered.	• Engage in online discussions relating to topics that challenged them
13	**Final Exam** The final exam is an online timed and proctored test worth 30% of the final grade. Students will have the entire 3-hour period to complete 60 multiple-choice questions.	The final exam will cover key learning objectives from the entire course.

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