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Training & Development
BSMG6211

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 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

Texts:

TBA

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%

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1.   Participation - Instructor rating (20%)

Participation will be assessed based on contributions to 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.

The purpose of this evaluation is to encourage preparation for online discussion, critical thinking, professional writing and comprehension of course concepts.

Rubric for Online Participation:

Weight & Considerations	7-10 pts	5-7 pts	3-4 pts	0-2 pts
Frequency of Contribution **Quality**	Completes all online exercises. *Regularly contributes* online group discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings/content and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	Completes most online exercises. *Sometimes contributes* to online discussions in the aforementioned ways.	Sometimes completes exercises. *Rarely contributes* to in-class and online discussions in the aforementioned ways.	Often does not complete online exercises. *Never contributes* to in-class and online discussions in the aforementioned ways.

2.   Journal Reflections (20%)

Three reflections will be submitted each on a different topic consisting of one to two pages, double spaced, Times New Roman in 12-point font. Each reflection will be based on a different course topic which will examine the personal application of the topic in the student's workplace and personal life. The topics should be examined for application at work, home, volunteer or social settings. Each reflection will be based on personal experience, accordingly, "I" statements are welcome. Assessment of the journals will be based on the Reflections Criteria. Feedback will be given on the first reflection entry if requested. This section will be worth 20% of your final mark.

3.   Capstone Project - Group (30% - 10% peer evaluation and 20% instructor evaluation)

Groups will perform a needs assessment on a chosen case study, determine training objectives, and then design a training program. Groups will then consider feedback from their peers on the discussion board regarding complications that might arise from implementing their program. Finally, students will evaluate their program by submitting individual reflections on the perceived potential effectiveness of the program. If necessary, amendments to the initial program must be outlined and rationalized in the reflection. As well, each

participant will peer-evaluate their group members. This peer-evaluation will affect your final Capstone Project grade. Further details of the training assignment and requirements are in the **Assignments>Capstone Project** area online.

The purpose of this assignment is to support teambuilding and interpersonal skills, and apply, analyze and allow students to synthesize course theories and concepts. Note: all team members will receive the same grade for this assignment for 20% and the other 10% will be based on your peer review.

Rubric for Capstone Project:

Criteria	Weight (20 pts)	Description
Content of Project		
Creates a detailed Needs Analysis	6	Clearly and thoroughly outline all steps in the Need Analysis Process as per the case study
Create the Training Objectives and Training Program	4	Utilize the tools in the textbook to create the training objectives and overall training program
Provide a formal presentation on your training program	4	Team provides a PowerPoint presentation on the training program they feel best meets the needs of the case
Communication and Presentation Skills		
Clarity of Report and Presentation	6	Explain ideas thoroughly, professionally written, clear introduction and conclusion, obvious transitions, and demonstrates understanding of course content related to activity

4.   **Final Exam (30%)**

There will be **a final comprehensive** multiple choice test. It will be time-limited and will be completed on-line. 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: if this course is being taken as part of the Human Resources Professional Association's (HRPA) Certified Human Resources Professional (CHRP) coursework requirement, a minimum grade of 50% or higher is required on this final exam to gain credit for the course.

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: if this course is being taken as part of the Human Resources Professional Association's (HRPA) Certified Human Resources Professional (CHRP) coursework requirement, a

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grade average of 70% over the nine mandatory courses is required, with no individual course grade lower than 65%.

Additional notes:
- It will be helpful to self-assess against rubrics 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 using the style of your choice (APA)
- 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).

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.

When will I receive my grades?

Assignments will be marked and the grades available on OWL, within two weeks of all assignments being submitted, unless otherwise noted. Final grades will be available on myWCS within two weeks after the last scheduled day of the course. A grade report can be printed from myWCS.
Final grades are not posted in OWL

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How do I hand in assignments?

All assignments will be submitted electronically through OWL using the assignment tool. 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	Date & Format	Topic & Learning Objectives	Readings and Coursework
1	Online	**Introduction to Training** Learning Objectives for this Unit: • Explain the differences between performance management, training, development, and human resource development and how they are related • Discuss the role of training and development in the performance management process • Explain how training and development benefits organizations, employees, and society • Explain why some organizations invest more than others in training and development • Discuss the context of training and development and the relationships between the different factors • Explain the instructional systems design (ISD) model of training and development and its implications for the training and development process	Student post-course work: • Read Chapter 1 in MPTD • Review virtual classroom environment • Participate in Online discussions and introductions • Teams will be assigned this week
2	Online	**Development and Organizational Learning** Learning Objectives for this Unit: • Compare and contrast the meaning of organizational learning and a learning organization • Describe a learning organization in terms of the five disciplines, principles, and key dimensions • Explain the differences between explicit and implicit knowledge and the different types of intellectual capital • Describe how organizations manage knowledge • Discuss how communities of practice and informal learning contribute to organizational learning • Evaluate the learning system in an organization using the multilevel systems model of organizational learning	Student Course work: • Read Chapter 2 in MPTD • Participate in Online discussions
3	On-line	**Examining learning and motivation** Learning Objectives for this Unit: • Define learning and describe learning outcomes • Describe the three stages of learning and resource allocation theory • Use Kolb's learning styles to distinguish the different ways people learn • Compare and contrast the different learning	Student Course work: • Read Chapter 3 in MPTD • Participate in Online discussions

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Unit	Date & Format	Topic & Learning Objectives	Readings and Coursework
		theories of learning and motivation • Explain why training motivation is important for learning • Describe the model of training effectiveness	
4	Online	**The Needs Analysis Process** Learning Objectives for this Unit: • Define "needs analysis" and describe the needs analysis process • Explain how to conduct an organizational, task, and person analysis as well as a cognitive task analysis and a team task analysis • Describe how to determine solutions to performance problems and when training is likely to be the best solution • Compare and contrast the different methods and sources for conducting a needs analysis • Describe the obstacles to conducting a needs analysis and how to conduct a rapid one	Student Course work: • Read Chapter 4 in MPTD • Participate in Online exercises and discussion • **Provide Reflection #1**
5	On-line	**Training Design** Learning Objectives for this Unit: • Write a training objective that includes the four elements and three components • Explain how to decide to purchase or design a training program and how to write an RFP • Describe how to determine the content of a training program • Explain how to use the conditions of practice to maximize benefits • Compare and contrast routine expertise and adaptive expertise • Explain how to design a training program	Student Course work: • Read Chapter 5 in MPTD • Participate in Online discussions
6	Online	**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 off the job including job aids, coaching, apprenticeship and mentoring and their advantages and limitations. • Identify when and how to use each instructional method • Apply Kolb's learning cycle to suggest activities to support a learning objective • Discuss the advantages of blended training	Student Course work: • Read Chapter 6 and Chapter 7 in MPTD • Participate in Online discussions

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Unit	Date & Format	Topic & Learning Objectives	Readings and Coursework
7	On-line	**Technology in Training** Learning Objectives for this Unit: • Define and discuss technology based training, traditional training and computer based training • Compare and contrast instructor led learning to self-directed learning • Explain how video conferencing, web conferencing, webinars, webcasts and the virtual classroom are used • Discuss Web 2.0 and 3.0 technologies, including social media • Outline the advantages and disadvantages of different technology options	Student Course work: • Read Chapter 8 in MPTD • Participate in Online discussions • **Provide Reflection #2**
8	Online	**Training Delivery & Learning Transfer** Learning Objectives for this Unit: • Develop a detailed lesson plan • Describe the characteristics of an effective trainer • Determine who should attend a training program • Explain how to create a positive learning climate • Explain how to use Gagne's nine events of instruction • Develop solutions to training delivery program	Student Course work: • Read Chapters 9 and Chapter 10 in MPTD • Participate in Online discussions
9	On-line	**Training Evaluation and Costing Training Programs** Learning Objectives for this Unit: • Define training evaluation and the reasons for conducting them • Describe different types of evaluation methods • Describe barriers to evaluation • Discuss the models of training evaluation and their interrelationships • Calculate various costs of training programs • Compare and contrast cost-effectiveness evaluation and cost-benefit evaluation • Explain what "credibility" means when estimating the benefits of training programs	Student Course work: • Read Chapters 11 in and 12 in MPTD • Participate in Online discussions and exercises
10	Online	**What is Management Development?** Learning Objectives for this Unit: • Define "management" and "management development" • Describe roles, functions, and critical skills of managers • Discuss issue of leadership development • Understand differences between transactional, transformational, and authentic leadership • Explain emotional intelligence and it relevance • Discuss different types of management development programs • Discuss the effectiveness of management and leadership programs	Student Course work: • Read Chapter 14 in MPTD • Participate in online discussions and exercises • **Provide Reflection #3**
11	On-line	**Training Programs** Learning Objectives for this Unit:	Student Course work:

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Unit	Date & Format	Topic & Learning Objectives	Readings and Coursework
		• Compare and contrast the different types of training that organizations provide • Explain why an organization would provide the various types of training programs • Identify situations in which the various types of training described in the chapter are required by an organization • Explain the potential benefits that an organization can realize by implementing each type of training	• Read Chapter 13 in MPTD • Participate in Online discussions and exercises
12	Online	**The Evolution and Future of Training and Development** Learning Objective for this Unit: • Describe how the role of training professionals has changed • Describe the required competencies of training and development professionals • Explain the role of ethics in training and development • Describe the evolution of training and development in organizations • Discuss continuous and lifelong learning and the four pillars of lifelong learning	Student Course work: • Read Chapter 15 in MPTD • Participate in Online discussions and exercises • **Final Projects to be posted on-line**
	On-line	**Final Exam** 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.

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