Training and Development
HURS6006

Course Outline (hybrid)

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 blended 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.

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

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

1. Participation (15%)

Participation will be assessed based on contributions to class and 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. Attendance will contribute to this grade. You will self-assess your
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 for class and online discussion, critical thinking, public speaking and comprehension of course concepts.

See online for the rubric for Self-Assessment In-Class and Online Participation.

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 section of OWL.

3. **Team Training Presentation & Paper - Group (35%)**

You will be assigned into teams of 4 people, with 5 class teams in total. Teams will work through the course, and as they do, 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 a classroom setting – how to knit an arm cowl, steps on how to write a good essay, or even re-teach us a concept from the course.

The activity must be a relatively simple exercise (considering your time allowance, **20 minutes**). 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 when you enter the workplace. Do not choose an already existing employer and re-teach their methods to us.

During your allotted time, you will need to teach your lesson, then complete a short presentation on your process. More details of your process will be in your submission of your learning/lesson plan to the instructor (5 pages max). In your presentation, you will need to briefly explain your process for the design and delivery of your learning objective (could be one ppt slide for example).

The intention of this assignment is for the team to work through the entire design process (needs analysis to planning for evaluation) to apply their learning in a meaningful way. This assignment supports teambuilding and interpersonal skills, and application and analysis of course theories and concepts. Note: all team members will receive the same grade for this assignment. Prepare for questions from the instructor and course colleagues towards the end of your presentation.

**Rubric for Team Training Presentation Assignment & Paper:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight (35 pts)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of Presentation and Submission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities chosen follow appropriate adult education principles/concepts with supporting activities for different learning styles</td>
<td>5</td>
<td>Information presented demonstrates alignment with learning styles; activities clearly align with learning objective.</td>
</tr>
<tr>
<td>Provides enough information/activities for learning the specific learning objective</td>
<td>5</td>
<td>All required information provided in instructional activity to fully complete learning objective</td>
</tr>
<tr>
<td>Details the team's process of moving through the exercise of</td>
<td>15</td>
<td>Team shares their process of designing the learning objective, any challenges and how they dealt with them.</td>
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</table>

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design and development using the ADDIE model

| Communication and Presentation Skills | Clarity of Presentation and writing | 5 | Explains ideas well, integrates with ppt slides, or other presentation tool; clear introduction and conclusion, obvious transitions, doesn’t use jargon, demonstrates understanding of course content related to activity, responds well to questions |
| Style and prose | 5 | Speaks in sentences, clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practiced; uses full sentences and appropriate grammar |

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

There will be a **final summative** multiple choice test. It will be time-limited and will be completed in-class. 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:

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

**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:
- 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 (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](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

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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. This includes absenteeism and lateness, appropriate attire, use of technology during class, and your overall demeanor, especially when giving presentations, going on site visits, or hearing from guest speakers. 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 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?

E-mails received through OWL will be responded to within 48 hours. Students may request an appointment with the instructor before or after any in class session.

Laptops/Cell Phones

The use of cellular phones in class is prohibited. As per the statement on professionalism, laptops and tablets can be used as tools for note taking, presentations and to contribute to in-class productivity. Abuse of laptops during class may result in discretionary limitations on the use of technology in the classroom on behalf of 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.

Policy on Attendance

Students are expected to arrive for class in a timely manner. Attendance is mandatory for all scheduled classes. Should a student miss a class due to illness, the instructor must be notified prior to. In accordance with Western’s Policy on Academic Consideration for Student Absences, students who experience an extenuating circumstance (illness, injury or other,) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration by emailing the instructor of the impacted course and cc’ing the academic program manager on the
message. Students will be allowed a maximum of two self-reported absences between September and April (per program, not per course) and one self-reported absence between May and August. Any absences in excess of two will require students to present a Student Medical Certificate signed by a licensed medical or mental health practitioner. For more information on this process, please visit http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

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 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 apply 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. 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:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Format</th>
<th>Topic &amp; Learning Objectives</th>
<th>Readings and Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In-class</td>
<td>Introduction to Training and Development and</td>
<td>Student post-course work:</td>
</tr>
</tbody>
</table>

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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Online</td>
<td><strong>Organizational Learning</strong></td>
<td>• Read Chapter 1 in MPTD</td>
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<td></td>
<td>Learning Objectives for this Unit:</td>
<td>• Review virtual classroom environment</td>
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<td>• Explain what training and development looks like in organizations such as performance management, training and development and how they are related</td>
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<td>• Describe the many benefits of training and development for employees, organizations and society broadly (e.g. legislative requirements)</td>
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<td>• Explain the Instructional Systems Design (ISD) model</td>
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<td>• Discuss the importance of strategic human resources management and a model for training and development.</td>
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<td><strong>Examining learning and motivation</strong></td>
<td>• Participate in discussions and introductions</td>
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<td>Learning Objectives for this Unit:</td>
<td>• Teams will be assigned this week</td>
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<td>• Define organizational learning and a learning organization</td>
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<td>• Explain the five principles of a learning organization</td>
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<td>• Define the difference between explicit and implicit knowledge</td>
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<td></td>
<td>• Define knowledge management and explain how knowledge is acquired</td>
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<td></td>
<td>• Describe different types of informal and formal learning activities</td>
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<td>• Define learning and describe learning outcomes</td>
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<td>• Describe the three stages of learning and resource allocation theory</td>
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<td>• Outline conditioning and social cognitive theories and their implications for learning and development</td>
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<td>• Discuss Kolb’s learning styles and the learning cycle</td>
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<td>• Explain adult learning theory and how it relates to training and development and the workplace</td>
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<td></td>
<td></td>
<td>• Define motivation and goal setting theory</td>
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<td></td>
<td>• Describe a model of training effectiveness</td>
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</tbody>
</table>
|      |        | **Student Course work:** | • Quiz #1: Training and development and supporting theories (Chapters 1 and 2) 

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</table>
| 3    | Monday In-class | **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 |
| 4    | Online   | **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    | In-class | **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    | Online   | **Technology in Training**  
Learning Objectives for this Unit:  
- Define and discuss technology based training, traditional training and computer | Student Course work:  
- Read Chapter 7 in MPTD  
- Participate in Online exercises |

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<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>based training</td>
<td>discussions and assessments</td>
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<tr>
<td></td>
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<td>• Compare and contrast instructor led learning to self-directed learning</td>
<td>Complete Online Quiz #3: Training Methods: On and Off the Job and Technology (Chapters 5-7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Define asynchronous and synchronous learning</td>
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<td>• Define video conferencing, web conferencing, webinars, webcasts and the virtual classroom</td>
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<td>• Define generative and adaptive learning,</td>
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<td>• Discuss Web 2.0 and 3.0 technologies, including social media</td>
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<td></td>
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<td>• Outline the advantages and disadvantages of technology-based training options</td>
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</table>

Reading Week Break

7 In-class

**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 Online

**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:  

Student Course work:
- Read Chapter 13 in
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Topic &amp; Learning Objectives</th>
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</tr>
</thead>
</table>
| 1    | In-class | • 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 | MPTD  
|      |        | • Participate in online discussions and exercises |
| 10   | Online  | **Training Programs and the Evolution and Future of Training and Development**  
|      |        | Learning Objectives for this Unit:  
|      |        | • Describe orientation and essential skills training  
|      |        | • 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 | Student Course work:  
|      |        | • Read Chapter 12 and Chapter 14 in MPTD  
|      |        | • Participate in Online discussions and exercises |
| 11   | In-class | **Team Training Presentations**  
|      |        | 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 and your course colleagues will ask questions towards the end of each presentation. In this class, students will also complete a review exercise – if time allows – in a game-based format. | Team presentations from each group  
|      |        | • Depending on the number of teams, each team will have up to 30 minutes to present their training activity |
| 12   | Online  | **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   | In-class | **Final Exam**  
|      |        | The final exam is a timed and proctored test worth 30% of the final grade.  
|      |        | Students will have the entire course period to complete 60 multiple-choice questions. | The final exam will cover key learning objectives from the entire course. |

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