



COURSE OUTLINE

SCHOOL OF BUSINESS

COURSE NAME: Training Design & Delivery
COURSE CODE: HRM 2028
CREDIT HOURS: 42
PREREQUISITES: HRM 2002, HRM 4008 or BFSM 4003
COREQUISITES: None
PLAR ELIGIBLE: YES (X) NO ()
EFFECTIVE DATE: September 2009
PROFESSOR: _____ **OFFICE #:** _____
PHONE: 416-415-5000 **EMAIL:** _____

NOTE TO STUDENTS: Academic Departments at George Brown College will NOT retain historical copies of Course Outlines. We urge you to retain this Course Outline for your future reference.

FOR OFFICE USE ONLY		
ORIGINATOR: _____	SIGNATURE	DATE
CHAIR: _____	SIGNATURE	DATE
DATE OF REVISION: _____		

EQUITY STATEMENT: George Brown College values the talents and contributions of its students, staff and community partners and seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Language or activities which are inconsistent with this philosophy violate the College policy on the Prevention of Discrimination and Harassment and will not be tolerated. The commitment and cooperation of all students and staff are required to maintain this environment. Information and assistance are available through your Chair, Student Affairs, the Student Association or the Human Rights Advisor.

George Brown College is dedicated to providing equal access to students with disabilities. If you require academic accommodations visit the Disability Services Office or the Deaf and Hard of Hearing Services Office on your campus.

STUDENT RESPONSIBILITIES: Students should obtain a copy of the *Student Handbook* and refer to it for additional information regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, supplemental privileges, and academic dishonesty. Students are required to apply themselves diligently to the course of study, and to prepare class and homework assignments as given. Past student performance shows a strong relationship between regular attendance and success.

COURSE DESCRIPTION:

This course extends the learning obtained in HRM 2002, HRM 4008 and BFSM 4003 (Training and Development). It provides the student with an in-depth understanding of learning theory and the application of adult learning principles within an organizational context. This course will require the students to work individually to design and deliver a series of comprehensive training programs utilizing a variety of tools and learning methodologies. There will be a particular emphasis on instructional and facilitation techniques.

ESSENTIAL EMPLOYABILITY SKILLS:

As mandated by the Ministry of Training, Colleges and Universities essential employability skills (EES) will be addressed throughout all programs of study. Students will have the opportunity to **learn (L)** specific skills, to **practice (P)** these skills, and/or **be evaluated (E)** on the EES outcomes in a variety of courses. The EES include communication, numeracy, critical thinking & problem solving, information management, interpersonal and personal skills. The faculty for this course has indicated which of the EES are either Learned (**L**), Practiced (**P**) or Evaluated (**E**) in this course:

Skill	L	P	E	Skill	L	P	E
1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience	√	√	√	7. locate, select, organize and document information using appropriate technology and information sources	√	√	√
2. respond to written, spoken or visual messages in a manner that ensures effective communication	√	√	√	8. show respect for the diverse opinions, values, belief systems, and contributions of others		√	√
3. execute mathematical operations accurately				9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals	√	√	√
4. apply a systematic approach to solve problems		√	√	10. manage the use of time and other resources to complete projects	√	√	√
5. use a variety of thinking skills to anticipate and solve problems		√	√	11. take responsibility for one's own actions, decisions and consequences		√	√
6. analyze, evaluate, and apply relevant information from a variety of sources	√	√	√				

COURSE OUTCOMES:

Upon successful completion of this course the students will have reliably demonstrated the ability to:

1. Demonstrate a comprehensive understanding of instructional design.

- Conduct a needs analysis based on organizational, task and person analysis.
- Develop learning objectives based on the needs analysis.

- Design and deliver comprehensive training programs.
- Determine evaluation criteria and measure program effectiveness.
- Modify training programs based on evaluation results.
- Discuss the importance of adult learning principles to training and development processes.
- Describe the influence of learner diversity on each step of the training process.

2. Determine training program design utilizing a variety of methodologies.

- Plan the training design analysis strategy.
- Create performance objectives and establish learning sequence.
- Develop and evaluate prototypes of the training design.
- Create lesson plans.
- Design the learning evaluation process and content.
- Specify the delivery methods that link to training design.

3. Identify and determine appropriate training media and methods that integrate adult learning principles.

- Compare and contrast on-the-job training methods.
- Differentiate among the methods for off-the-job training.
- Research the different methods of technology-based training.
- Select the applicable methods and media, and determine the ratio between technology-based and traditional-based methods.
- Adapt the choice of training methods based on learner needs.

4. Examine the various elements required to prepare for a training program.

- Learn training content and process.
- Co-ordinate logistics and prepare contingency plans.
- Relate training design to unique needs of learners.
- Review and incorporate organizational context for learning/performance.
- Practice presentation skills.

5. Deliver training programs which support a learner-centred environment.

- Describe the elements of a positive learning climate.
- Utilize adult learning principles in the execution of the lesson plan.
- Demonstrate mastery of multiple instructional techniques.
- Explore the various methods that trainers can use to engage the audience.
- Distinguish among the different types of disruptive and/or counterproductive behaviours and develop strategies to manage these situations.
- Cultivate learner interaction, highlighting the diverse characteristics of the learners.

DELIVERY METHODS / LEARNING ACTIVITIES:

Teaching methods in this course are interactive and require class input and involvement. The course will include lectures and presentations, collaborative and team work, independent study, and problem-based learning activities.

LIST OF TEXTBOOKS AND OTHER TEACHING AIDS:

Required:

Dick, W., Carey, L. & Carey, J. O. (2005). *The Systematic Design of Instruction*. (Sixth Edition) Pearson/Allyn & Bacon Publishing.

Supplemental Reading (Available in E-Book Format through GBC Library Resources):

Beckschi, P. & Hall, B. (2000). The ASTD Handbook of Training Design and Delivery. McGraw-Hill.

Online Readings (Course Pack available in Web-CT)

TESTING POLICY:

Exemption or deferral of an exam or assignment is not permitted except for a medical or personal emergency. The professor must be notified by e-mail prior to the due date. Appropriate documentation, as determined by the professor, must be submitted.

Any student who either misses an exam or does not hand in an assignment and who provides acceptable documentation of illness or other serious problem will have the missed percentage of the course mark added to the weighting of the final exam. There will be no make-up exams or assignments.

Absence from final exam:

- Professor must be notified by e-mail **before** the examination
- Documentation must be presented to the professor **within three working days**.
- If the majority of the course work has been completed with a passing performance, and the documentation is acceptable, an "Incomplete" grade (INC) will be entered by the instructor. **An INC grade will not be granted if term work was missed or failed.**
- The final examination must be written **within 60 days of the submission of the incomplete grade. Failure to do this will result in an F grade.**

ASSIGNMENT POLICY:

Students unable to submit an assignment on the due date should discuss the matter in advance with the professor. At the professor's discretion, late assignments may not be accepted. Where late assignments *are* accepted, the professor will apply a late penalty.

EVALUATION SYSTEM:

Assessment Tool:	Description:	Outcome(s) assessed:	EES assessed:	Date / Week:	% of Final Grade:
Individual Training Sessions	3 weighted at 10%, 1 weighted at 20%	1 - 5	1 - 2, 4 - 11	Weeks 7, 11, 13 & 14	50%
Research Paper	Individual Assignment	1 - 4	1 - 2, 4 - 11	Week 9	20%
Final Exam	Comprehensive - will consist of a combination of multiple choice, short-answer and case studies/mini- exercises	1 - 4	1-2, 4-6	Week 15	30%**
				TOTAL:	100%

****Note: must achieve 50% on the Final Exam to pass the course**

GRADING SYSTEM

The passing grade for this course is: **D**

A+	90-100	4.0	B+	77-79	3.3	C+	67-69	2.3	D+	57-59	1.3	Below 50	F	0.0
A	86-89	4.0	B	73-76	3.0	C	63-66	2.0	D	50-56	1.0			
A-	80-85	3.7	B-	70-72	2.7	C-	60-62	1.7						

Excerpt from the College Policy on Academic Dishonesty:

The *minimal* consequence for submitting a plagiarized, purchased, contracted, or in any manner inappropriately negotiated or falsified assignment, test, essay, project, or any evaluated material will be a grade of zero on that material.

To view George Brown College policies please go to www.georgebrown.ca/policies

TOPICAL OUTLINE:

Week	Topic / Task	Outcome(s)	Content / Activities	Resources
1	<ul style="list-style-type: none"> Introduction to Instructional Design 	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> Introduction Overview of Course Content, Instructional Evaluation Processes & Schedule Review of Strategic Training & Development Process Systems Approach Model(s) 	<ul style="list-style-type: none"> Chapter 1
2	<ul style="list-style-type: none"> Conducting Front-End Analysis Conducting a Goal Analysis 	<ul style="list-style-type: none"> 1, 2 	<ul style="list-style-type: none"> Review Performance/Needs/Job Analysis Introduction of the Instructional Analysis Process Criteria for Establishing Instructional Goals 	<ul style="list-style-type: none"> Chapters 2 & 3

			<ul style="list-style-type: none"> ▪ Goal Analysis Procedures 	
3	<ul style="list-style-type: none"> ▪ Identifying Subordinate Skills & Entry Behaviours ▪ Analyzing Learners & Contexts 	<ul style="list-style-type: none"> ▪ 1, 2 	<ul style="list-style-type: none"> ▪ Identifying the Appropriate Set of Subordinate Skills ▪ Techniques Used to Identify Subordinate Skills ▪ Identifying Entry Behaviours ▪ Analysis of Performance/Learning Context ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Chapters 4 & 5
4	<ul style="list-style-type: none"> ▪ Writing Performance Objectives 	<ul style="list-style-type: none"> ▪ 2 	<ul style="list-style-type: none"> ▪ Components of an Objective ▪ Process for Writing Objectives ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Chapter 6
5	<ul style="list-style-type: none"> ▪ Developing an Instructional Strategy 	<ul style="list-style-type: none"> ▪ 2, 4 	<ul style="list-style-type: none"> ▪ How Instruction Will Be Presented to the Learner ▪ How Learners Become Engaged ▪ Selection of Delivery System ▪ Learning Components of Instructional Strategies 	<ul style="list-style-type: none"> ▪ Chapter 8
6	<ul style="list-style-type: none"> ▪ Developing Instructional Materials 	<ul style="list-style-type: none"> ▪ 3, 4 	<ul style="list-style-type: none"> ▪ The Delivery System & Media Selections ▪ Components of an Instructional Package ▪ Selecting & Developing Instructional Materials 	<ul style="list-style-type: none"> ▪ Chapter 9
7	<ul style="list-style-type: none"> ▪ Training Sessions 	<ul style="list-style-type: none"> ▪ 5 	<ul style="list-style-type: none"> ▪ Training Sessions 	
8	INTERSESSION WEEK			
9	<ul style="list-style-type: none"> ▪ Instructional Techniques & Tools 	<ul style="list-style-type: none"> ▪ 3 	<ul style="list-style-type: none"> ▪ Introduction to Technology-Based Methods ▪ How to Prepare for Technology-Based Training ▪ Selecting Off-the-Shelf Course Materials ▪ Using Audio-Visual Over the Internet ▪ Leveraging Technologies, eg. digital/video cameras etc.) ▪ Assignment #1 Due 	<ul style="list-style-type: none"> ▪ Course Pack (Web-CT)
10	<ul style="list-style-type: none"> ▪ Instructional Techniques & Tools (Continued) 	<ul style="list-style-type: none"> ▪ 3 	<ul style="list-style-type: none"> ▪ On-the-Job Methods ▪ Individual & Self-directed Learning ▪ Demonstration, Simulation, Virtual 	<ul style="list-style-type: none"> ▪ Course Pack (Web-CT) (McGraw – Chapters 3, 5, 6, 7, 11, 12, 18, 19 & 20)

			Reality, Learning Games, Role Play, Job Aids etc. <ul style="list-style-type: none"> ▪ Selecting Electronic Performance Support Systems (EPSS) , eg. Online and Offline Training Resources 	
11	<ul style="list-style-type: none"> ▪ Training Sessions 	<ul style="list-style-type: none"> ▪ 5 	<ul style="list-style-type: none"> ▪ Training Sessions 	
12	<ul style="list-style-type: none"> ▪ Designing & Conducting Formative/ Summative Evaluations ▪ Revising Instructional Materials 	<ul style="list-style-type: none"> ▪ 1 	<ul style="list-style-type: none"> ▪ Purpose of Different Types of Evaluations ▪ Designing Evaluations ▪ Data Collection & Revision ▪ Analyzing Data from Evaluations ▪ Revising Selected Materials 	<ul style="list-style-type: none"> ▪ Chapters 10, 12 & 11
13	<ul style="list-style-type: none"> ▪ Training Sessions 	<ul style="list-style-type: none"> ▪ 5 	<ul style="list-style-type: none"> ▪ Training Sessions 	
14	<ul style="list-style-type: none"> ▪ Training Sessions 	<ul style="list-style-type: none"> ▪ 5 	<ul style="list-style-type: none"> ▪ Training Sessions 	
15	<ul style="list-style-type: none"> ▪ Final Examination 		<ul style="list-style-type: none"> ▪ Final Examination 	
<p>Please note: this schedule may change as resources and circumstances require.</p> <p>For information on withdrawing from this course without academic penalty, please refer to the College Academic Calendar: http://www.georgebrown.ca/Admin/Registr/PSCal.aspx</p>				