



COURSE OUTLINE

SCHOOL OF BUSINESS

COURSE NAME: Training and Development
COURSE CODE: HRM 4008
CREDIT HOURS: 42
PREREQUISITES: None
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: _____	August 2009 _____
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 examines the purpose and responsibilities of the training and development function within organizations. It will provide students with perspectives on the significance of training and development for improved productivity, efficiency and overall organizational performance. Students will learn and practice steps involved in designing, delivering and evaluating training.

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

COURSE OUTCOMES:

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

1. Analyze the position of a training and development function within an organization.
 - Explain the organizational, societal and individual costs and benefits of workplace training and development.
 - Describe the interests and roles of stakeholders in staff training and development.
 - Explain the advantages and disadvantages of the centralized, relationship management and de-centralized approaches to the training and development function.
 - Evaluate the relationship between the training and development function's structure and management and organizational effectiveness.
2. Discuss the concepts of the learning organization and organizational learning.
 - Outline the important principles in the creation and maintenance of a learning organization.
 - Describe intellectual capital and explain its significance to organizational performance.
 - Define knowledge management and outline four popular knowledge management practices.
 - Explain how training and development and organizational learning are related.
3. Apply the training and development process to an organizational performance issue.
 - Explain the relationship between learning theory and organizational effectiveness.
 - Outline the importance of various theories of human motivation for training within organizations.
 - Compare and contrast the efficacy of T&D models for improving organizational performance.
 - Identify performance issues that are appropriate for training and development solutions.
 - Outline the steps required to produce an effective training or development solution.
4. Design a training or development program to address performance concerns.
 - Conduct an analysis of organizational, job and individual needs.
 - Identify four alternatives organizations use in place of the formal needs analysis process.
 - Prepare learning objectives.
 - Select the most appropriate delivery method.
 - Produce content, instructional/learning and evaluation activities and materials.
5. Evaluate alternative approaches to staff development using cost benefit and cost effectiveness analyses techniques.
 - Prioritize organizational learning needs.
 - Forecast costs of alternative approaches for addressing learning needs.
 - Identify opportunities to maximize benefits while reducing costs.
 - Apply techniques to evaluate training or development effectiveness.

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 teamwork, independent study, and problem based learning activities. Learning objectives will be best met through active involvement and participation in class and on-line activities.

LIST OF TEXTBOOKS AND OTHER TEACHING AIDS:

Required:

Thacker, J.W. and Blanchard, P.N. (2006). Effective training. Toronto: Pearson Education Canada Inc. ISBN-0-13-127175-X

Additional required readings will be assigned in class.

Recommended / Optional:

TESTING POLICY:

Exemption or deferral of a midterm or final examination is not permitted except for a medical or personal emergency. The professor must be notified by e-mail *before* the test. Documentation, as determined by the professor, must be submitted within *three workdays of the absence*. Any student who misses the midterm or an assignment and who provides acceptable documentation of illness or personal emergency will have the missed percentage of the course assessment added to the weighting of the final exam. There will be no make-up exams or assignments.

Absence from final examination:

- Professor must be notified by e-mail before the examination.
- Documentation must be presented to the professor within three working days of the absence.
- If the majority of the course work has been completed with a passing performance, and absence documentation is acceptable, an “Incomplete” grade (INC) will be entered by the professor. 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 so will result in an F grade.

No aids may be used by students in a test or examination unless specifically approved by the professor before the test.

ASSIGNMENT POLICY:

Students unable to submit an assignment on the due date must 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.

It is expected that each student will make a significant contribution to the group assignments. If not, marks may be adjusted accordingly. If the group is unable to progress as planned due to medical or personal reasons, it is expected that the group will contact the professor immediately.

The entire group is responsible for the academic integrity of all group assignments submitted.

EVALUATION SYSTEM:

Assessment Tool:	Description:	Outcome(s) assessed:	EES assessed:	Date / Week:	% of Final Grade:
In Class Exercises	Provided in class	1,2,3		varies	15
Needs Assessment	As above	3 & 4		7	10
Training Session	As above	3 & 4		11-13	15
Midterm Exam	As above	1,2,3,4		7	25
Final Exam	As above	All		14	25
Presentation	As above	5		15	10
				TOTAL:	100%

GRADING SYSTEM

The passing grade for this course is: **D** (A minimum of 65% is needed to meet HRPAAO requirements)

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	Course introduction	1, 2, 3	Introduction to field of T&D Organizational learning & the learning org	Text, Chapters 1 & 9
2	Learning & motivation	1, 2	Learning theories and learning styles Theories of motivation Implications for organizations & training functions	Text, Chapter 2
3	Analyzing learning needs	3, 4	Analysis processes, techniques and tools Organizational strategy & needs	Text, Chapter 3
4	Designing training & development	3, 4	Training objectives Program & lesson plans Facilitating and improving transfer	Text, Chapters 4 & 7
5	Training methods I	4	Off the job and classroom methods	Text, Chapter 5
6	Training methods II	4	On the job methods Technology based methods	Text, Chapter 6
7	Assessment	1-3	Midterm Exam	
8	<i>INTERSESSION WEEK</i>			
9	Evaluating Training	5	Costing training; design vs. purchase; identifying & measuring benefits; Types and models of evaluation Evaluation techniques and tools	Text, Chapter 8
10	Management Dev't	1 & 3	Importance of management development Approaches to & evaluation of management development	Text, Chapter 10
11	Delivering Training	4	Training Sessions	Text, Chapter 7
12	Delivering Training	4	Training Sessions	Text, Chapter 7
13	Delivering Training	4	Training Sessions	Text, Chapter 7
14	Assessment	All	Final Exam	
15	Presentations	5	Evaluating Training	Text, Chapter 8

Please note: this schedule may change as resources and circumstances require.

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>