COMMERCE 4BI3
TRAINING AND DEVELOPMENT
COURSE OUTLINE
Fall, 2021

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COURSE OBJECTIVES

Training and development in organizations is usually defined as planned activities directed at enhancing the learning of job-relevant knowledge, skills and attitudes by members or employees of the organization. Almost invariably, the goal is to improve on-the-job performance so as to enhance the overall effectiveness of the organization and/or to increase the likelihood that organizational goals will be reached. This course will familiarize students with the training and development function.

Topics covered in this course will include: training needs assessment, the development of specific training objectives, the planning and delivery of instruction, relevant learning principles, and the development and implementation of criteria and procedures for evaluation of training. Thus the course provides a general framework for examining and revising existing training programs and for establishing new, viable training programs. In addition, special training topics will be explored based on students' interests.

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue-to-Learn:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	Yes	Guest speaker(s):	?

COURSE DELIVERY

LEARNING ACTIVITIES	DELIVERY	DESCRIPTION	TOOL(s)
Lectures	Synchronous	Live sessions led by your instructor	Zoom
Exercises & Discussions	Synchronous	Live group activities/exercises in break-out rooms	Zoom
Class Presentations	Synchronous or Asynchronous Posted on Avenue	Live or Pre-recorded group presentations	May use Zoom, Teams, Webex, etc.) – submit video

METHOD OF INSTRUCTION

The instructor will cover the core of the course content in lectures and through class discussions and practical exercises. In addition, students will be expected to select a special topic in the training area for class presentation and for their typed report (which may be based on the presentation). Whether these presentations are made individually or in groups will depend on class size.

Your instructor will act primarily as a resource person. The benefits you will derive from this course will therefore depend on your interest, your choice and willingness to work, and on the amount of time you allocate. Reading of the text and research/professional journals is definitely expected.

REQUIRED COURSE MATERIALS AND READINGS

Saks, A.M. & Haccoun, R.R. (2019). Managing Performance Through Training and Development (8th ed.). Scarborough, ON: Top Hat Monocle Corp. See the Book Store link below and/or A2L concerning the text:
https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=214&wsDEPTG1=COMMERCE&wsCOURSEG1=4BI3&wsSECTIONG1=DAY%20C01&crit_cnt=1

Power Point slides and other course materials are available on Avenue-To-Learn (A2L): (http://avenue.mcmaster.ca). Note that the Power Point slides are not lecture notes and only provide an overview of the lecture content.

LEARNING OUTCOMES

Upon completion of this course, students are expected to possess the following competencies:

- Understanding of the issues in managing the training and development function and its relation to corporate objectives and performance;
- Understanding of the design of training programs including consideration of training needs and objectives, principles of learning, appropriate selection and use of training methods, management development methods, and career development methods, transfer of training to the job, evaluation of training, and costing of training programs;
- Awareness of ethical and equity issues affecting training and development in organizations;
- Understanding of the training needs analysis process including job analysis, person analysis, and organization analysis;
- Understanding of how to write measurable training objectives incorporating expected learning outcomes;
- Understanding of principles of adult learning including theories of motivation, trainee ability and aptitude, knowledge and skill acquisition and retention, and transfer of training to the workplace as they relate to the design of effective training and development programs;
- Awareness of a variety of training and development methods, the advantages and disadvantages of each method, and ability to select and use appropriate methods to design an effective learning experience;
- Understanding of issues in training evaluation, including the cost/benefits (utility) of training, ability to design a training evaluation procedure, and ability to use the results to improve training programs and/or make appropriate decisions concerning the training and development function;
- Understanding of the determination of cost/benefits (utility) of training programs, including determination of training costs and resources and quantifying benefits of training in order to

provide relevant information to corporate decision makers and to facilitate in making decisions affecting the training function on such issues as developing in-house vs. purchasing of training programs, relative cost-effectiveness of various training programs, and improving training utility;

- Awareness of various approaches to training, different kinds of training programs, and topical issues concerning the training function; and

- In-depth familiarity with a specific training topic selected by the student.

EVALUATION

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Late assignments will be penalized 10% for each day they are late. Your final grade will be calculated as follows:

COMPONENT	Value	Dates
Class Participation/Attendance		
Attendance in weekly virtual classes via Zoom (details on following page)	5%	Throughout Semester
Assignments		
1. Class Presentation (topic selected by students)	10%	T.B.D.
2. Paper (15-20 typed, double-spaced pages, may be based on the class presentation [1] above)	20%	Dec. 7
Exams		
3. Midterm Exam (online during class time) Avenue to Learn Quizzes (details follow)	30%	Oct. 5
4. Final Exam (<u>not</u> cumulative, online) Avenue to Learn Quizzes (details follow)	35%	Exam Schedule

Grade Conversion:
At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

Letter Grade	Percentage	GPA	Letter Grade	Percentage	GPA	Letter Grade	Percentage	GPA
A+	90 - 100	12	C+	67 - 69	6	F	0 - 49	0
A	85 - 89	11	C	63 - 66	5			
A-	80 - 84	10	C-	60 - 62	4			
B+	77 - 79	9	D+	57 - 59	3			
B	73 - 76	8	D	53 - 56	2			
B-	70 - 72	7	D-	50 - 52	1			

A) Class Participation/Attendance

Class attendance is strongly encouraged because the material covered in class will substantially augment what is available in the text. Thus, attendance will contribute to your class participation grade. If you miss a class, it is your responsibility to acquire the class notes from one of your classmates. Although lecture slides will be available on the Avenue, they consist largely of bullet points. Exam material will draw on what is said in class *about* the bullet points. Thus, in most instances, reviewing the bullet points by themselves will not provide adequate information to answer exam questions. Virtual class attendance will be monitored via Zoom.

B) Exams

1. The midterm exam will cover chapters 1-4 and chapters 8 and 9, along with the relevant lectures and materials. It will online, via Avenue-to-Learn Quizzes, during the regularly scheduled class time (October 5), and will be Multiple Choice.

2. The final exam will be scheduled by the Office of the Registrar. It will be online, via Avenue-to-Learn Quizzes, and will be Multiple Choice. It will cover chapters 5-14 (excluding chapters 8 and 9) as well as relevant lectures and materials (i.e., it will not be cumulative). The final exam will also include material from the student presentations.

Note:
Not all the material covered in the text will be discussed in class. Conversely, some of the material presented in the lectures is not in the text. However, you will be responsible for all the material in both the text and in the lectures. Calculators will not be needed during examinations.

C) Class Presentation

Early in the course you will be asked to form a group of about 5 or 6 students. I will not be assigning students to groups – **finding a group is your responsibility** – but a Discussion group and a Chat group called "Finding Groups" have been set up on Avenue to help you find a group. Thus, I expect that there will be no more than 11 groups. Your group will be required to make a presentation to the class on a training topic of your choice (see suggested topics on the next pages). The purpose of the presentation is to help develop presentation skills, to provide students hands-on experience with a variety of training techniques, to collaborate with others and, this semester, to develop skills with virtual delivery. Therefore, I will not be grading the content of the presentation. Rather, I will be evaluating the presentations on the basis of factors such as the structure and clarity of the presentation, eye contact and audibility, and effective use of presentation aids. Ideally, each group will present a different topic (i.e., I may have to allocate topics on a first-come, first-served basis if two different groups wish to present on the same topic). Each group will be given a range of 30 to 50 minutes for its presentation. Your presentation may include videos and virtual activities or exercises. I have slotted 4 weeks at the end of the semester for presentations to be made and/or posted. Three of the presentations are to be posted in each of the last three weeks of November and, if needed, two in the first week of December (exact due dates to be determined). Postings are due by the beginning of the class time slot on each presentation day (i.e., 8:30 a.m.).

Groups may meet physically or virtually but the final presentations are to be presented using the course-scheduled Zoom meetings or pre-recorded and submitted to me for posting on Avenue-to-Learn (due Nov. 16, Nov. 23, Nov. 30, or Dec. 7). The recorded group presentations will be viewable by the rest of the

class. Presentation slides are to be provided by each group for posting on Avenue to Learn. Material from the group presentations will be included in the final exam.

D) **Paper**

Your paper may be on any training topic of your choice and you may base it on the class presentation. It should be 15 to 20 typed, double-spaced pages, normal sized font (e.g., Times New Roman 12 point, Arial 10 point), not including title page, references, and appendices. You may submit a group paper or an individual paper. If a group paper is submitted, all group members receive the same grade.

The focus of your paper will depend on the topic you choose. For example, if your topic involves one of the training techniques, your paper should briefly discuss the theory behind the technique, the strengths and weakness/limitations of the technique relative to other techniques, and the context (e.g., kinds of skills or jobs) in which this technique seems to be used most effectively. Include discussion of research studies evaluating the effectiveness of the technique and, after weighing all the evidence, form your own conclusions. Also, consider what the future might bring for the usefulness or applicability of the technique.

If your topic involves training a specific group (e.g., sales training, police training, etc.) you should discuss what the main training needs are, what the training content should be, what training techniques are generally used and for what purposes they are used (are they appropriate for the content?), and the relative usefulness/effectiveness of the various techniques (based on research evidence, if possible). Are there other techniques not being used that should be considered to make the training more effective? Why? Also, consider what changes the future might bring for the way this group is trained.

If your topic involves particular training content (e.g., safety training, cross-cultural training, etc.), discuss the extent to which such training is made available, what groups tend to receive this training, what techniques are being used, the relative effectiveness of the techniques (again, based on research evidence), and what other techniques not being used should be considered. Does the typical content of the training include most of the important issues or are certain issues often missed. Once more, consider what changes the future is likely to bring this training domain (e.g., in terms of training content and training methods).

Your paper may cover a broad topic (e.g., safety training) or be very specifically focussed (e.g., the use of simulators in providing safety training to firefighters). In the latter instance, consider the extent to which such an approach is used, typical content of the training, the effectiveness of the approach relative to other approaches which could be used, and what changes the future is likely to bring to the way this approach is used or to its usefulness.

SUGGESTED PAPER TOPICS

Training Procedures
- Orientation/On-Boarding
- Behaviour Modelling
- Programmed Instruction and/or
    Computer Assisted Instruction, etc.
- Simulations and/or Games
- Coaching and/or Mentoring
- Job Rotation
- Lab/T-group/Sensitivity Training
- Lectures and/or Demonstrations

- Action Learning
- On-the-Job Training
- Job Instruction Training
- Apprenticeships
- Use of Learning Principles:
    o Sequencing
    o Feedback
    o Overlearning
    o Practice
    o Etc.

Training Specific Groups of People:	Training Topics/Content:
• Managers	• Safety
• Raters	• Cross Cultural/International
• Trainers	• Behavioural Self-Modelling
• Salespersons	• Goal Setting
• Forepersons/Supervisors	• Leadership
• Police, Firefighters, Paramedics, etc.	• Socialization/Orientation
• Hardcore Unemployed	• Interpersonal Skills Training

The above are suggestions only. You may wish to consider other training topics not listed above (look through the text for ideas). However, be sure to check with me before you do so.

Your paper may draw on interviews, newspaper & magazine articles, and non-academic, web-based material. However, most of your material should come from academic research journals (see below). Academic research journals typically provide research evidence concerning the effectiveness of particular training methods for particular purposes. Please make sure you cite all the sources used for your paper and use APA style for your citations.

The paper is to be submitted to the Dropbox in the course site on Avenue-to-Learn. Please note that submissions will be scanned by Turnitin for non-original material.

POTENTIAL SOURCES OF ARTICLES
Examples of Academic Research Journals
Academy of Management, Education & Training, Human Resource Management, Industrial and Commercial Training, International Journal for Research in Vocational Education and Training, International Journal of Training and Development, International Journal of Training Research, Journal of Applied Psychology, Journal of Management, Journal of Occupational Behavior, Journal of Occupational and Organizational Psychology, Journal of Vocational Behavior, Personnel Psychology.

Examples of Practitioner Outlets
The Employment Law Report, Canadian HR Reporter, Human Resources Magazine, HR Professional, Personnel, Personnel Journal, Personnel Management, Personnel Administrator, Public Personnel Management, Training, Training & Development, Workforce.

* Use the electronic search resources available through the McMaster University Library to locate articles relevant to your topic. Ask the librarians in the Innis (Business) Library if you need help.

NOTE ON GROUP FUNCTIONING
1. Once you are in a group you cannot withdraw to work alone.
2. All members of the group get the same mark for each piece of group work. Only those members whose names appear on the cover page of a submitted piece of work will receive credit for that work. However, adjustment to individual marks may be made at the instructor's discretion if there is evidence that an individual's contribution was inadequate.
3. Remember, getting along with your group is VERY important. Choose your group carefully. Social skills can be just as important as academic skills in getting a good mark on group work.
4. Distribute the work as evenly as possible, making sure that each group member knows exactly what part he or she is responsible for and what is expected of him or her.

DETAILED COURSE PLAN

WEEK	DATE	ASSIGNMENT	READINGS
1	Sept. 7	Introduction & Organization: The Training & Development Function and Process	Chapter 1
2	Sept. 14	Learning & Motivation	Chapter 2
3	Sept. 21	The Training Needs Analysis Process Training Design	Chapter 3 Chapter 4
4	Sept. 28	Training Implementation and Delivery Transfer of Training	Chapter 8 Chapter 9
5	Oct. 5	**Midterm Exam (in class) – Chapters 1-4 and 8 & 9**	
6	Oct. 12	Midterm Recess – No Class	

7	Oct. 19	Training Methods I Lecture
		    Off-the-Job
		    On-the-Job
			Chapter 5
			Chapter 6

8	Oct. 26	Training Methods II:
		    Technology-Based Methods
		    Management & Leadership Development
			Chapter 7
			Chapter 13

9	Nov. 2	Training Program Evaluation Training Costs and Benefits Analysis	Chapter 10 Chapter 11
10	Nov. 9	Training Programs – Special Topics The Evolution and Future of Training and Development	Chapter 12 Chapter 14
11	Nov. 16	Group Presentations of Special Topics (synchronous or asynchronous)	
12	Nov. 23	Group Presentations of Special Topics (synchronous or asynchronous)	
13	Nov. 30	Group Presentations of Special Topics (synchronous or asynchronous)	
14	Dec. 7	Group Presentations of Special Topics (synchronous or asynchronous) – if needed; and Wrap-up	**Papers Due**

NOTE: Minor deviations from the above schedule should be expected.

IMPORTANT NOTICES

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results (or could result) in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to:

https://www.mcmaster.ca/academicintegrity/turnitin/students/index.html

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroote website at the link below;

http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 days of the beginning of term or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term. Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

COURSES WITH AN ONLINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

ACKNOWLEDGMENT OF COURSE POLICIES

Your enrolment in Commerce 4BI3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies cannot be invoked at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.