**Commerce 4B13
TRAINING AND DEVELOPMENT
COURSE OUTLINE**

**Section C01-Fall, 2023
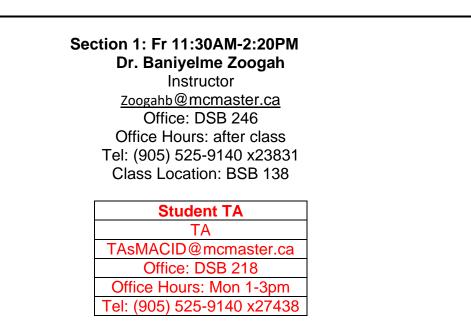DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

The objective of this course is to assist student learn the practice of training and development in organizations which is central to the Human Resources function. Training and Development 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.

The goals are (1) 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, (2) to prepare individuals for future positions and jobs as part of the maintenance role of the HR function.

Topics covered in the course 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*.

Students who complete the course will acquire knowledge on a general framework for examining and revising existing training programs and for establishing new, viable training programs.

INSTRUCTOR AND CONTACT INFORMATION

**Section 1: Fr 11:30AM-2:20PM
Dr. Baniyelme Zoogah**
Instructor
Zoogahb@mcmaster.ca
Office: DSB 246
Office Hours: after class
Tel: (905) 525-9140 x23831
Class Location: BSB 138

Student TA
TA
TAsMACID@mcmaster.ca
Office: DSB 218
Office Hours: Mon 1-3pm
Tel: (905) 525-9140 x27438

degroote.mcmaster.ca

Course website: https://avenue.cllmcmaster.ca/d2l/home/551887

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
A2L:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	Yes	Guest speaker(s):	No

COURSE DESCRIPTION

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.

LEARNING OUTCOMES

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

1. Understanding of the issues in managing the training and development function and its relation to corporate objectives and performance.
2. 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.
3. Awareness of ethical and equity issues affecting training and development in organizations.
4. Understanding of the training needs analysis process including job analysis, person analysis, and organization analysis.
5. Understanding of how to write measurable training objectives incorporating expected learning outcomes.
6. 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.

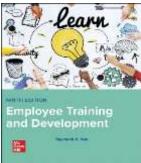7. Awareness of a variety of training and development methods, the advantages and disadvantages of each method, and ability to select and use appropriate methods to design an effective learning experience.
8. Understanding of issues in training evaluation, including the cost/benefits (utility) of training, 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.
9. Understanding of the determination of cost/benefits (utility) of training programs, including determination of training costs and resources and quantifying benefits of training 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.
10. Awareness of various approaches to training, different kinds of training programs, and topical issues concerning the training function; and
11. In-depth familiarity with a specific training topic selected by the student.

COURSE MATERIALS AND READINGS

Required:
- Noe, R. N. Employee Training and development, 9edition.

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.

McGraw-Hill Connect
We will be using **McGraw-Hill Connect** to access the ebook.

Optional:
Other literature provided by the instructor.

COURSE OVERVIEW AND ASSESSMENT

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Your final grade will be calculated as follows:

COMPONENT	Value	Dates
Class Participation/Attendance in weekly classes	10%	Throughout Semester
(Details on following page)		
1. Quizzes	10%	
2. Class Presentation (topic selected by groups)	10%	Nov 21.
3. Project report (15-20 typed, double-spaced pages, may be based on the class presentation [1] above)	20%	Nov 21
4. Self Assessment exercises (Connect)	10%	
Exams		
5. Midterm Exam (during class time) Avenue to Learn	20%	Oct. 3
6. Final Exam (not cumulative) Avenue to Learn	20%	Exam Schedule

Quizzes	100	50 x 2
Exams	400	200 x 2
Team Project - Report	200	200 x 1
Team Project - Presentation	100	100 x 1
Self Assessment Exercises	100	20 x 5
Attendance*	100	10 x 10
Total	**1000**	

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			

COURSE DELIVERABLES

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. See **schedule** for lateness policy and points for each week.

B) Exams

1. The <u>midterm exam</u> will cover chapters 3&4, along with the relevant lectures and materials. It will be in class, during the regularly scheduled class time (Oct 3) and will be Multiple Choice.

2. The <u>final exam</u> will be scheduled by the Office of the Registrar. It will be in-class and will be Multiple Choice. It will cover chapters 7 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.

<u>Note</u>:
Not all the material covered in the text will be discussed in class. Conversely, some of the material presented in the lectures is <u>not</u> 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**. Given the size of the class there should be no more than 10 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 presentation delivery.

Therefore, I will not be grading the content of the presentation. Rather, I will be evaluating the presentations based on 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 activities or exercises. I have slotted 4 weeks at the end of the semester for presentations to be made and/or posted. Two of the presentations are to be posted in each of the last three weeks of November and, if needed, two in the first two weeks 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 in class and submitted to me for posting on Avenue-to-Learn (**due Nov. 21, Nov. 28, or Dec. 5**). Presentation slides are to be posted by each group in Avenue to Learn. Material from the group presentations will be included in the final exam.

Project: Use of AI for Training and Development of Employees

The latest technology that is sweeping the globe is artificial intelligence which has chat bots, the latest of which is ChatGPT. Because ChatGPT interacts in a conversational way, its dialogue format makes it an appropriate mechanism for training and development. ChatGPT can answer follow-up questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests. In this term project (Sept – November) your team is select 5 organizations (2 from Canada and 3 from anywhere else in the world) to research if they use ChatGPT for training and development of their employees. You will then present **a report** of your research findings on the date scheduled. Please ensure that you are not late to avoid the penalties associated with lateness. In addition, you will make **a presentation** where you share your findings with the rest of the class. Please ensure that you adhere to the *rubric* for each of these activities in Avenue to Learn.

The report should follow this structure:

A) Introduction of the project
   a. why you did the research,
   b. significance of it to organizations
B) Data gathering:
   a. How you went about the research? Did you talk to employees of the companies? used company website? used newspaper information? used library material? used books? Etc. Basically, how did you get the information about the ChatGPT as a training device used by the company?
C) Main focus
   a. Summary of the organizations (size, board, location, industry)
   b. Definition and characteristics of ChatGPT
   c. How ChatGPT is used for training and Development for each organization.
      i. Type of training
      ii. Level of training
      iii. Training Methods
   d. Recommendations overall.
D) Conclusion
   a. Summary of the project – take aways from the project for HR managers.
   b. What your team learned as a group project.
   c. What each team member learned individual from the project

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.

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. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar <u>"Requests for Relief for Missed Academic Term Work"</u> and the link below;

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

ACADEMIC INTEGRITY

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.

For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy,* located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, 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.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All

students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

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 should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation 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.

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.

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.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

DeGroote
SCHOOL OF BUSINESS
EDUCATION WITH PURPOSE

McMaster University

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4B13 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.

COURSE SCHEDULE

Commerce 4B13
Training and Development
Fall 2023 Course Schedule

Date	Wk	Ch	Description	Assignment	Chapter	Attendance
			Meeting Day: Fridays			
			Meeting Time: 11:30AM-2:20PM			
8-Sep-23	1	1	Introduction to Employee Training and Development			1
15-Sep-23	2	2	Strategic Training	Exercise 1	Introd	2

22-Sep-23	3	3	Needs Assessment	Quiz 1	2	3
29-Sep-23	4	4	Learning and Transfer of Training	Exercise 2	1	4
6-Oct-23	5	5	Program Design	Exam 1	3 & 4	5
13-Oct-23			**Midterm recess**			
20-Oct-23	6	6	Training Evaluation	Exercise 3	5	6
27-Oct-23	7	7	Traditional Training Methods			7
3-Nov-23	8	8	Technology-Based Training Methods	Quiz 2	6	8
10-Nov-23	9	9	Employee Development and Career Management	Exercise 4	10	9
17-Nov-23	10	10	Social Responsibility: Legal Issues, Managing Diversity, and Career Challenges			10
24-Nov-23	11	11	The Future of Training and Development	Exercise 5	11	
1-Dec-23	12			Presentation (During Class) & Report (11:59pm)		
8-Dec-23	13		**Final Exam**	Exam 2	7 & 9	

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

IMPORTANT NOTICES