

**Commerce 4BI3
Training and Development
Fall 2025 Course Outline**

**DeGroote School of Business
McMaster University**

INSTRUCTOR AND CONTACT INFORMATION

Section C01
Dr. Helen Chen
Instructor
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Course TA: TBD
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Course Website: <http://avenue.mcmaster.ca/>

COURSE ELEMENTS

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

COURSE DESCRIPTION

This course provides a framework for establishing, revising and examining training programs in organizations. Topics include: needs assessment, development of training objectives, planning and delivery of instruction, learning principles and evaluation of training.

Prerequisite(s): COMMERCE 2BC3 or IBH 2AC3; and registration in any Bachelor of Commerce, Labour Studies or Engineering and Management program or relevant minor.

IMPORTANT LINKS

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

COURSE 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. 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.
4. Having 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.
5. 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.

REQUIRED MATERIALS AND TEXTS

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

Additional resources: posted on Avenue to Learn

COURSE FORMAT

This is an in-person 3-hour course. The three hours will consist of lectures, discussion, and more in-depth applied exercises (not necessarily always in this order). There will be a short break part way through, at a convenient time based on what we are working on.

COURSE ASSESSMENT

Your grade will consist of evaluations of work done individually and in groups, as indicated in the table below:

GRADE COMPONENT	WEIGHT	DUE DATE
Test X 2	40%	Oct. 7
	(20% each)	Nov. 25
Group Assignment – 2 parts	40%	Oct. 10
		Dec. 2
In-class Participation and Learning Reflection	20%	Weekly

COURSE DELIVERABLES

Tests (40%)

There are two tests to be administered in-class, assessing content from the assigned readings, lectures, discussions and/or exercises conducted in class. Each test will account for 20% of the final course grade. Each test will be 90 minutes in length, with 40-50 multiple choice questions and 2-3 short answer questions. If the content coverage of the exam is to be different from what is outlined in the course schedule, you will be notified well in advance of the test date.

Group Assignment (40%)

You will be working in groups of 3-5 people to complete a two-part assignment. In this assignment, your group will apply the knowledge gained in class to design a training program. Full instruction and evaluation rubric are posted on Avenue. This project will require ongoing work throughout the semester.

The due dates for the two parts of the assignment are as follows:

- Part 1 (worth 10%), due Friday, Oct. 10, by 11:59PM (EST)
- Part 2 (worth 30%), due Tuesday, Dec. 2 in class

NOTES:

- 1) Part 1 of the assignment must be completed prior to Part 2. If Part 1 of the assignment is not completed and submitted, Part 2 will receive a grade of zero. Late assignments will be penalized 10% for each day they are late.
- 2) You cannot make a change to your membership after the first part of the assignment is completed.
- 3) All students in a group typically will receive the same grade, unless there are significant, extenuating circumstances, in which case the instructor will have discretion to adjust individual grades.

In-Class Participation & Learning Reflection (20%)

Your learning in this course will depend on your active engagement and participation in class. There will be a variety of experiential learning opportunities, including but not limited to scenario discussions, case analysis, design activities and reflection.

These in-class learning activities will be graded on the following rubric:

- 3 – Excellent: Strong effort, shows clear understanding of the material, generates insight
- 2 – Satisfactory: Reasonable effort, shows basic understanding
- 1 – Minimal or Needs Work: Some parts are missing, or it shows very little effort/understanding.
- 0 – Not Complete: The activity wasn't turned in

It is anticipated that there will be 7-9 such in-class activities. Your engagement will be evaluated in all of the activities, but one lowest score will be dropped from the final course grade.

NOTE:

- In-class work cannot be submitted after the class is over. Make sure you upload/hand-in any papers, worksheets as instructed before you leave the classroom;
- You may receive credit for class engagement only if you are in attendance and actively participated in and complete the required activities. Attempts to receive credit for class engagement when you are not in attendance will be considered academic dishonesty. You will need to **have a name tent** with your **full first and last name** clearly written and displayed for every class;
- In-Class Participation & Learning Reflections are **not eligible for MSAF**.

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.

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.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

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 [“Requests for Relief for Missed Academic Term Work”](#) and the link below*

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

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

Students may use generative AI for brainstorming their work throughout the course so long as the use of generative AI is referenced and cited following citation guidelines. Use of generative AI outside the stated use of brainstorming, without citation will constitute academic dishonesty. It is the student’s responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

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](#).

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. Avenue to Learn, 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. e-mail, Avenue to Learn, 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.

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, Avenue to Learn and/or McMaster email.

ACKNOWLEDGEMENT 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.

COURSE SCHEDULE

Date	TOPIC	READING & KEY DATES
Sept. 2	Course Overview Introduction to Training & Development	Chapter 1
Sept. 9	Strategic Training	Chapter 2
Sept. 16	Needs Assessment	Chapter 3
Sept. 23	Learning Theory & Transfer of Learning	Chapter 4
Sept. 30	NO Class - Truth & Reconciliation Day	
Oct. 7	Test 1 (covering material up to this point)	Assignment Part 1 due Friday, Oct. 10, by 11:59 PM
Oct. 14	NO Classes - Midterm Recess	
Oct. 21	Program Design	Chapter 5
Oct. 28	Training Method: Traditional & Technology Based	Chater 7 & 8
Nov. 4	Training Evaluation	Chapter 6
Nov. 11	Employee Development & Career Management	Chapter 9
Nov. 18	The Future of Training & Development	Chapter 10 & 11
Nov. 25	Test 2 (covering material after test 1 to this point)	
Dec. 2	Assignment Presentation	Final Assignment due in class