

**Commerce 4BI3
Training and Development
Fall 2026 Course Outline**

**Human Resource Management Area
DeGroote School of Business
McMaster University**

INSTRUCTOR AND TA CONTACT INFORMATION

Section 1: Thursdays 2:30 – 5:30

Dr. Shraddha (Grace) Wilfred

Instructor

wilfres@mcmaster.ca

Office Hours: Post class by appointment

Class Location: see mosaic

Student TA

Seyed Javad Emadi Chashmi

emadichs@mcmaster.ca

Office: Online

Office Hours: Post class or by appointment. Please send an email to book a slot

COURSE ELEMENTS

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

COURSE INFORMATION

Lectures: Thursdays 2.30-5.20 pm

Tutorials: NA

Course Delivery Mode: In-person

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. Lectures (three hours)

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

COURSE LEARNING GOALS

1. Analyze training and development needs at the organizational, job, and individual levels and align training initiatives with organizational goals and performance.
2. Design effective training and development programs using measurable learning objectives, adult learning principles, and appropriate training methods.
3. Evaluate the effectiveness and value of training programs using appropriate evaluation methods, cost-benefit analysis, and evidence to improve future training decisions.
4. Apply training and development principles to real-world organizational contexts, considering issues such as transfer of learning, career and management development, equity, and emerging workplace training needs.

REQUIRED MATERIALS AND TEXTS

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.

COURSE EVALUATION

Your final grade will be calculated as follows:

COMPONENT	VALUE	DUE DATE
Training Workshop	20	Once a term
Case Submissions	20	4 times a term (4X5% = 20%)
Class Participation	10	Ongoing
Mid-Term 1 Exam	25	October 11
Mid-Term 2 Exam	25	November 29

COURSE DELIVERABLES

A) Class Participation/Attendance (Individual)

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 (Individual)

1. The midterm 1 exam will cover the chapters taught to date, along with the relevant lectures and materials. It will be during the regularly scheduled class time (Oct 11) and may include short-answer questions and case-based questions. This exam will use Respondus.
2. The midterm 2 exam will cover the chapters taught after mid-term 1 to date, along with the relevant lectures and materials. It will be during the regularly scheduled class time (Oct 11) and may include short-answer questions and case-based questions. This exam will use Respondus.

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.

C) Training Workshop (Group Class Presentation)

Your group will be required to make a presentation to the class on a training topic of your choice from the options provided. The purpose of the presentation is to help develop training skills, to provide students hands-on experience with a variety of training techniques, to collaborate with others and, to develop skills with presentation delivery. 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). Please submit the topic of your choice on the discussion post 'Training Workshop Topic'. Groups may meet physically or virtually but the final presentations are to be presented in class.

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.

D) Case Submission (Individual)

Each week, we will discuss various cases throughout the course. You will be responsible for preparing and submitting a two page-written analysis for 4 cases throughout the term, applying course concepts and answering the questions asked at the end of the case study.

LATE ASSIGNMENTS

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. In the case of MSAF, the missing will be calculated on the basis of averages of all other individual grade items; no resubmission or redo of an evaluation item will be allowed.

Late assignments will be penalized 10 % for each day they are late.

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 editing, translating, outlining, brainstorming, and revising their work throughout the course, provided that any use of generative AI is appropriately acknowledged and cited according to the instructions provided in the syllabus.

However, the ideas, analysis, application, and final responses must be developed by the individual student or the group and should demonstrate their understanding of the course textbook, readings, class discussions, activities, and other course learning. Generative AI should be used as a supporting tool, not as a substitute for students' own thinking and learning.

Submitting work that is primarily or entirely generated by AI, or using AI beyond the permitted purposes without appropriate acknowledgement, may constitute academic dishonesty. If there are concerns about the authenticity of submitted work, students may be asked to complete an alternative form of assessment or explain/discuss their work to demonstrate their understanding and authorship.

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. email, 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 **XXXX** 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 4XX3
International Human Services Accounting
Fall 2026 Course Schedule**

WE EK	DATE	ASSIGNMENT	DUE
1	Sept. 10	Chapter 1: Introduction to Employee Training and Development	Form Groups and choose training presentation topic
2	Sept. 17	Chapter 2: Strategic Training	In class exam prep/review
3	Sept. 24	Chapter 3: Needs Assessment	- In class exam prep/review - Training Workshop (In Class Presentation) - Case 1 - Alexa, Tell Me About Learning at amazon.com, Inc.
4	Oct. 01	Chapter 4: Learning and Transfer of Training	- In class exam prep/review - Training Workshop (In Class Presentation) - Case 2 - Identifying Training Needs at the U.S. Department of Agriculture's Animal Plant and Health Inspection Service (APHIS) and Revised Training for the U.S. Navy

5	Oct 08	Chapter 5: Program Design	• In class exam prep/review • Training Workshop (In Class Presentation)
6	Oct 12-18	Reading Week - No Classes	
7	Oct 22	Mid-Term 1 Exam (Chapters 1-5)	
8	Oct 29	Chapter 6: Training Evaluation	• In class exam prep/review • Training Workshop (In Class Presentation)
9	Nov 5	Chapter 7: Traditional Training Methods	• In class exam prep • Training Workshop (In Class Presentation) • Case 3 - Learning Online at PepsiCo
10	Nov 12	Chapter 8: Technology-based Training Methods	• In class exam prep/review • Training Workshop (In Class Presentation)
11	Nov 19	Chapter 9: Employee Development and Career Management	• In class exam prep/review • Training Workshop (In Class Presentation) • Case 4 - Building a Workforce at Huntington Ingalls Industries
12	Nov 26	Chapter 10: Social Responsibility: Legal Issues, Managing Diversity and Career Challenges In class Quiz Chapter 11: The Future of Training and Development	• In class exam prep/review • Training Workshop (In Class Presentation)
13	Dec 03	Mid-Term 2 Exam (Chapter 6-11)	