

1338 Training and Development

COURSE AUTHOR

Professor Alan Saks, University of Toronto

COURSE INSTRUCTOR

Josie Martiniello

COURSE DESCRIPTION

Teaching students about the training and development process in organizations is the focus of this course. Students will learn about training needs analyses, the various methods associated with training and development interventions, and how to design and evaluate training programs in an effective fashion. The overall goal is to provide a well-rounded approach to training and development that is applicable to students in human resources as well as those seeking careers in other areas of business and management.

LEARNING OBJECTIVES

- To understand the role and function of training and development in organizations.
- To understand learning theories and principles and their implications for the effectiveness of training programs.
- To be able to identify training needs and objectives prior to the undertaking of training programs and to determine if training is a solution to performance problems.
- To understand the issues and steps involved in designing and implementing a training program.
- To understand the difficulties of transfer of training, how to overcome them and facilitate transfer of training.
- To understand how to evaluate the effectiveness of training programs in terms of training criteria and evaluation designs.
- To be able to evaluate the cost of training programs.
- To be knowledgeable about the various types of training programs and management development.

REQUIRED TEXTS

Saks, A. M. & Haccoun, R. R. (2019). *Managing Performance through Training & Development* (Eighth Edition). Toronto: Nelson Series in Human Resources Management. ISBN 0-17-679807-2

COURSE CONTENTS

Multimedia Lectures by Professor Alan Saks, University of Toronto

Unit 1: Introduction to Training and Development

Modules

What is Training and Development?
The Training and Development Process
Organization Challenges and Training and Development

READINGS: Chapter 1

Unit 2: The Training Function

Modules

The Context and Environment of Training and Development
Organizing Training and Development
The Role of the Trainer
Marketing the Training Function

READINGS: Chapters 1 & 14

Unit 3 : Learning, Motivation and Performance

Modules

Employee Behaviour & Performance
Motivation Theories & Training
Learning and the Conditioning Perspective
Cognitive Theories of Learning

READINGS: Chapter 2

Unit 4: Needs Analysis and Training Objectives

Modules

The Needs Analysis Process
Levels of Needs Analysis
Solutions to Performance Problems
Training Objectives

READINGS: Chapter 3

Unit 5: Training Design and Implementation

Modules

Designing the Training Program
The Lesson Plan
Maximizing Learning
Implementing the Training Program

READINGS: Chapters 4 & 8

Unit 6: “Off the Job” Training Methods

Modules

Traditional Training Methods
Experiential Training Methods
Technology-Based Training Methods

READINGS: Chapter 5 & 7

Unit 7: “On the Job” Training Methods

Traditional Training Methods
Developmental Training Methods
Choosing a Training Method

READINGS: Chapter 6

Unit 8: Transfer of Training

Modules

What is Transfer of Training?
Barriers to Transfer of Training
Transfer of Training Model
Improving Transfer of Training

READINGS: Chapter 9

Units 9: Evaluation Criteria

Modules

What is Training Evaluation?
Training Evaluation Criteria
Overcoming Evaluation Obstacles

READINGS: Chapter 10

Unit 10: Evaluation Design

Modules

What is Evaluation Design?
Non-Experimental Designs and Validity
Experimental and Quasi-Experimental Designs
Criterion Measures

READINGS: Chapter 10

Unit 11: Values, Costing Training Programs

Modules

The Cost and Benefits of Training
Return on Investment
Utility Analysis

READINGS: Chapter 11

Learning Aids

Interactive questions within the multimedia lecture streams. Self help quiz attached to each unit of the course.

Participation

Discussion board moderated and graded by the instructor. Students are required to post at least 3 substantial submissions (400 words or more) during the course on assigned questions (topical and case study based) that demonstrate knowledge and skills congruent with the Learning Objectives. There will be instructor feedback on all submissions.

There will also be a General Discussion Board moderated by the instructor in which questions can be asked on any course topic.

Midterm Paper

A midterm paper of approximately 1500 words to be submitted online approximately 6 weeks

after the start of the course. The instructor shall grade and comment on each paper, which shall be returned to the student.

Final Examination

Proctored, opened book, online examination consisting of essay question(s). Any part of the entire course content may be examined. Government issued photo identification will be required to verify the student's identity.

Grade Weightings of Course Components

Participation in Discussion Boards: Weighting 15%

Midterm Paper: Weighting 35%

Final Examination: Weighting 50%: (It is required to pass the final examination with a grade of at least 65% in order to pass the course, regardless of grades earned in other components.)

Passing Grade for the Course: 65%