



COURSE OUTLINE: HRM301 -

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Approved: Martha Irwin, Dean, Business and Information Technology

Course Code: Title	HRM301: TRAINING AND DEVELOPMENT
Program Number: Name	2041: BUSINESS - H.R.
Department:	BUSINESS/ACCOUNTING PROGRAMS
Academic Year:	2024-2025
Course Description:	This course is based on the premise that people are the most valuable resource of the organization. In this course, students will explore the current issues and trends in employee and labour training and development, learn about the importance of training programs and how they contribute to the corporate well-being and development of an organization and its employees. Students will examine and apply effective training design in the development of a training program. They will conduct a needs assessment, develop a training program, and evaluate its effectiveness. They will be introduced to adult learning principles and a variety of training methods including the application of technology in training programs.
Total Credits:	3
Hours/Week:	3
Total Hours:	3
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	2041 - BUSINESS - H.R.
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 participate in the recruitment, selection, and retention of employees
	VLO 3 participate in the planning, delivery, and evaluation of employee orientation, training, and development programs
	VLO 7 apply current and emerging information technologies to support the human resources function
	VLO 12 assist in the collection and analysis of human resources data
Essential Employability Skills (EES) addressed in this course:	EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
Course Evaluation:	Passing Grade: 50%, A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required	Managing Performance Through Training and Development TopHat Bundle by Saks, A.,



Resources:

Haccoun, R, and Belcourt, M.
 Publisher: Nelson Edition: 8th
 ISBN: 9781774945322

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
Design a training program on a topic of your choice that incorporates a needs assessment, adult learning theory/principles, instructional methods, training delivery and lesson planning, transfer of training, and training evaluation, to ensure effective skill acquisition and knowledge retention.	1.1 Define needs analysis , describe the needs analysis process, and compare and contrast different methods and sources for conducting a needs analysis. 1.2 Describe the principles of adult learning. 1.3 Write learning objectives using Bloom’s taxonomy. 1.4 Describe how to determine the content of a training program and the different types of training methods. 1.5 Compare and contrast the use and effectiveness of different instructional methods, off-the-job, on-the-job, and technology-based. 1.6 Develop a detailed lesson plan. 1.7 Describe the characteristics of an effective trainer. 1.8 Explain how to create a positive learning environment. 1.9 Explain how to use Gangn’s nine events of instruction. 1.10 Explain what managers, trainers, and trainees can do before, during, and after training to improve the transfer of training. 1.11 Define training evaluation and the main reasons for conducting evaluations. 1.12 Discuss the types of designs for training evaluation, their requirements, their limits, and when they should be used.
Course Outcome 2	Learning Objectives for Course Outcome 2
Explain how training and development is an integral part of strategic human resource management, describe the key concepts of instructional system design (ISD), and appreciate how this model forms the foundation for training and development.	2.1 Explain the differences between performance management, training and development, and how they are related. 2.2 Explain how training and development benefits organizations, employees, and society. 2.3 Explain the instructional systems design (ISD) model of training and development and its implications for the training and development process. 2.4 Compare and contrast the different types of training programs. 2.5 Define management and management development and explain how these differ from employee training. 2.6 Explain why training and human resource professionals should calculate the costs and benefits of training programs in their organization.
Course Outcome 3	Learning Objectives for Course Outcome 3
Describe the evolving landscape in the field of training and development, understanding the changing role of trainers, and how organizations are redefining their approaches to learning	3.1 Describe the changing role of learning professionals and the skills and competencies required to be a learning professional. 3.2 Explore new technologies in training and development.



and knowledge management.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignment	10%
Culminating Task/Class Presentation	40%
Online Questionnaire	5%
Quiz	15%
Skills Demonstration	30%

Date:

May 29, 2024

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

