

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: TRAINING AND DEVELOPMENT

CODE NO. : BUS134 **SEMESTER:**

PROGRAM: HUMAN RESOURCE PRACTICES CERTIFICATE

AUTHOR:

DATE: June 2006 **PREVIOUS OUTLINE DATED:** May 2005

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3 credits

PREREQUISITE(S):

HOURS/WEEK: 3 hours/week for 15 weeks

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School of Continuing Education
(705) 759-2554, Ext.658

I. COURSE DESCRIPTION:

This course provides the student with an understanding of the role of training and development in human resource management. The student will become familiar with the psychology of the learning process on which training is based and will gain a basic knowledge of the design and implementation of training programs within organizations.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe the broader context in which training and development activities occur and the factors that impact on the function, both within the organization and outside of the organization.

Potential Elements of the Performance:

- define the concept of intellectual capital
- describe the importance of aligning human resource development issues with key organizational objectives and goals.
- differentiate between the concepts of performance management, training and development.
- describe organizational benefits resulting from training and development.
- discuss recent trends and patterns affecting training activities in Canada.
- explain the significance of the learning model that is adopted.

2. Effectively position, manage and market the training function.

Potential Elements of the Performance:

- explain why it is importance to effectively position the training function within an organization.
- explain typical issues encountered in managing the training function.
- describe alternative methods used to structure the training function using both centralized and decentralized approaches to either a line, staff or consulting capacity.

3. Effectively conduct a training needs analysis.

Potential Elements of the Performance:

- define the concept of needs analysis.
- describe why needs analysis should be done.
- describe three levels at which needs analysis should occur.

-develop a competency profile for a job.

4. Design appropriate training and develop objectives.

Potential Elements of the Performance:

-describe how training objectives should flow from overall organizational objectives.

-explain the advantages and disadvantages associated with writing training objectives.

-Describe the process which should be followed when writing objectives.

-describe the components of well written learning objectives.

5. Design effective training programs.

Potential Elements of the Performance:

-explain the factors which affect effective program design.

-describe the decision making process involved with make or buy decisions.

-describe how to identify appropriate training content.

-formulate opinions on trainer appropriateness.

-describe the concept of learning

-explain five different theories of learning.

-apply learning theories to specific situations

-describe the concept of a lesson plan.

6. Effectively employ off-the-job training methods.

Potential Elements of the Performance:

-describe nine types of common training techniques

-discuss the advantages and disadvantages of each method.

-outline how to effectively use each method.

-choose a training method which effectively supports the training objectives.

7. Effectively employ on-the-job methods.

Potential Elements of the Performance

-describe seven types of common training techniques.

-discuss the advantages and disadvantages of each method.

-outline how to effectively use each method.

-choose a training method which effectively supports the training objectives.

-explain the concept of organizational development

8. Improve the likelihood of a positive transfer of training.

Potential Elements of the Performance

- define the concept of transfer of training.
- list the methods that can be used to increase transfer.
- describe the concept of a learning culture.

9. Evaluate the effectiveness of training initiatives.

Potential Elements of the Performance

- explain why evaluation is an important component of the training cycle.
- describe the reasons why trainers might not conduct evaluations.
- list the four types of evaluations
- describe issues that may impact on the evaluation process.
- describe a model approach for assessing the impact of a training program on organizational effectiveness.

10. Accurately cost training programs

Potential Elements of the Performance

- describe the importance of costing training programs.
- describe the similarities and differences among four approaches to measuring the cost of the training.
- identify situations in which each approach could be used most effectively.

III. TOPICS:

1. Training needs analysis
2. Costing training programs
3. Design training programs
4. Evaluating training programs

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

“Managing Performance Through Training and Development” by Belcourt, Monica; Wright, Philip C.; Saks, Alan; Nelson Series

V. EVALUATION PROCESS/GRADING SYSTEM:

Group Case Study	30%
Midterm Test	30%
Final Test	<u>40%</u>
	100%

Note: A minimum grade of 70% is required to pass this course.

The following semester grades will be assigned to students:

Grade	Definition	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

There is no prior learning assessment completed for courses in the Human Resource Practices Certificate.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should discuss the procedure with Registrar's Office. Students will be required to provide a transcript and course outline related to the course in question.