

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Training and Development		
CODE NO. :	BUS134	SEMESTER:	Spring 2013
PROGRAM:	Human Resource Practices Certificate		
AUTHOR:	Laurie Poirier		
DATE:	Spring 2013	PREVIOUS OUTLINE DATED:	Fall 2010
APPROVED:	"Laurie Poirier"		Spring 2013
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		CHAIR	DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	N/A		
HOURS/WEEK:	3 hours per week for 15 weeks		

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For additional information, please contact Laurie Poirier, Chair
School of Continuing Education
(705) 759-2554, Ext. 2665

I. COURSE DESCRIPTION:

Gain an understanding of the design, implementation and evaluation of training programs. Four key elements of the training and development function will be explored: needs analysis, program design and development, administration and measurement and evaluation.

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 – Nelson
Series in Human Resource Management

V. EVALUATION PROCESS/GRADING SYSTEM:

Group Case Study	25%
Participation	10%
Midterm Test	25%
Final Test	<u>40%</u>
	100%

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.