

## **YORK UNIVERSITY**

Faculty of Liberal and Professional Studies  
School of Human Resource Management

### **HRM 3410: TRAINING & DEVELOPMENT**

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Office hours: By appointment (online/email)

### **WINTER 2020**

#### **Course Description**

##### **Purpose:**

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. Students will leave the course with an enhanced comprehension of how training and development contributes to organizational success.

##### **Specific Learning Objectives:**

1. To understand the role and function of training and development in organizations.
2. To understand learning and motivation theories and their implications for the effectiveness of training programs.
3. To be able to identify training needs analysis and objectives prior to the undertaking of training programs and to determine if training is a solution to performance problems.
4. To understand the issues and steps involved in designing and delivering a training program.
5. To be able to define, differentiate and critically appraise various training and development methods.

6. To understand factors which impede transfer of training, and how to overcome them and facilitate training effectiveness.
7. To be able to apply training and development theories and models to areas such as orientation, mentoring, teams, and leadership & management skills.
8. To understand how to evaluate the effectiveness of training programs in terms of training criteria and evaluation designs

This course outline contains critical information about this course, including the midterm and final exams. This is the WINTER 2020 outline for the full semester internet course. Please ensure you are reading the correct course kit, because dates etc. change for every term.

**Prerequisites:**

ADMS 1000, ADMS 2400, and HRM 2600

**Required Text**

Saks, A. M., & Haccoun, R.R. (2019). *Managing Performance through Training & Development [Eighth Edition]*. Toronto: Nelson Series in Human Resources Management.

n.b. hereafter in the course this book will be referred to as 'Text'

**Course Structure**

There are three primary components of this course which will be evaluated: 1) assigned readings (textbook and other material); 2) online course lecture sessions; and 3) online course discussions. There are eleven units to cover during the term and as it is very easy to fall behind in an Internet course, you should start working on the online lectures and required reading material from the very outset of the course. Student participation in the online discussions is important for learning and is expected from all enrolled students. It is important to keep on schedule in order to do well on the mid-term and final examinations.

**Course Schedule**

**\*\*\* The detailed course schedule is listed on the Course Website \*\*\***

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Online Lecture</b>
1	Introduction & Importance of Training & Development	Text Chapter 1	McBey New T&D S1
2	Learning, Motivation & Performance	Text Chapter 2	McBey New

			T&D S2
3	Needs Analysis	Text Chapter 3	McBey New T&D S3
4	Training Design & Delivery	Text Chapters 4 & 8	McBey New T&D S4
5	Training & Development Methods #1	Text Chapter 5	McBey New T&D S5
** Date and Time TBA.	<b>Midterm Examination</b> <b>(see information below)</b>	Topics 1 to 5 inclusive	Lectures S1 to S5 inclusive
7	Training & Development Methods #2	Text Chapters 6 & 7	McBey New T&D S6
8	Training Costs and Benefits  Orientation /Induction Training	Text Chapters 11 & 12  **** See below for Readings	McBey New T&D S7
9	Mentoring & Executive Coaching	**** See below for Readings	McBey New T&D S8
10	Training for Teams	**** See below for Readings	McBey New T&D S9
11	Leadership & Management Development	Text Chapter 13 ***** See below for Readings	McBey New T&D S10
12	Evaluation of Training & Development (including 'Transfer of Training')	Text Chapters 9 & 10	McBey New T&D S11
T. B.A. by York U	<b>Final Examination</b> <b>(see information below)</b>	ALL Course Material	All Online Lectures

### Other REQUIRED Readings \*\*\*\*\*

n.b. These journal articles are available online through the 'e-resources' section of the York University Library website. There are several ways to access them, but I go to 'business' databases, and then select 'Proquest Business' (ABI). (KM)

### Topic 8: Orientation/Induction Training:

- Ardts, J. Jansen, P, van der Velde, M. (2001), The breaking in of new employees: effectiveness of socialization tactics and personnel instruments, *The Journal of Management Development*, 20/2, 159-165
- Klein, H., Weaver, N. (2000) The effectiveness of an organizational-level orientation training program in the socialization of new hires, *Personnel Psychology*, Spring 53/1, 47-67.
- Tastan, S., Unver, R., Hatipoglu, R. (2013) An analysis of the factors affecting the transition period to professional roles for newly graduated nurses in Turkey, *International Nursing Review*, 60/3, 405-412.

### Topic 9: Mentoring & Executive Coaching

- Allen, T., Poteet, M., Russell, J. (2000) Protégé selection by mentors: What makes the difference? *Journal of Organizational Behavior*, May, 21 (3)
- De Vries, J., Webb, C., Eveline, J. (2006) Mentoring for gender equality and organizational change, *Employee Relations*, 28 (6), 573-587.
- Hezlett, S. (2005) Protégés Learning in Mentoring Relationships: A Review of the Literature and an Exploratory Case Study, *Advances in Developing Human Resources*, 7/4, 505-526
- Young, A., Perrewe, P. (2004) The Role of Expectations in the Mentoring Exchange: An Analysis of Mentor and Protégé Expectations in Relation to Perceived Support, *Journal of Managerial Issues*, 16 (1), Spring, 103-126.

### Topic 10: Training for Teams

- Scharff, M. (2005) Understanding WorldCom's Accounting Fraud: Did Groupthink Play a Role? *Journal of Leadership & Organizational Studies*, 11 (3) 109-118
- Staples, D Sandy, Zhao, L. (2006) The Effects of Cultural Diversity in Virtual Teams Versus Face-to-Face Teams, *Group Decision and Negotiation*, 15 (4), July, 389-406
- Tuckman, B. (2001) Developmental sequence in small groups, *Group Facilitation* 3, Spring: 66

- Richardson, J., McBey, K., and McKenna, S. (2008). Integrating realistic job previews and realistic living conditions previews: Realistic recruitment for internationally mobile knowledge workers, *Personnel Review*, 37/5, 490-508

Topic 11: Leadership & Management Development

- Green, M. (2002) Ensuring the Organization’s Future: A Leadership Development Case Study, *Public Personnel Management*, Winter 31 (4) 431-439
- Pernick, R. (2001) Creating a Leadership Development Program: Nine Essential Tasks, *Public Personnel Management*, Winter, 30 (4), 429-444
- Zaleznik, A. (1977: Reprinted 2004). Managers and Leaders: Are They Different?, *Harvard Business Review*, January 2004, 74-81.

**NOTE: THE MID-TERM EXAMINATION COVERS ALL TEXT READING AND INTERNET MATERIAL UP TO AND INCLUDING THE END OF TOPIC 5. YOU ARE RESPONSIBLE FOR THE MATERIAL UP TO THIS POINT IN THE COURSE.**

**NOTE: THE FINAL EXAMINATION COVERS MATERIAL FROM THE ENTIRE COURSE. YOU ARE RESPONSIBLE FOR ALL INTERNET MATERIAL AND ASSIGNED COURSE READINGS.**

**STUDENT EVALUATION**

Participation/Contribution	20%
Midterm Examination	30%
Final Examination	50%

*All final grades will be reviewed by the School of Human Resource Management which reserves the right to modify them in order to maintain high standards.*

**PARTICIPATION/CONTRIBUTION:** This course takes place entirely online. Although ‘class participation’ cannot take place in the traditional sense, there is a great deal of opportunity for interaction with peers and your instructor. Throughout the course, training and development discussion issues will be posted/initiated by the instructor for instructional topics. You are **expected** to take part in these online activities **during the week when they are scheduled** as they will deepen your own learning of the course materials through interaction with your fellow students. **To be clear, students are required to post to each discussion issue within seven (7) days of it being posted by the instructor, i.e. as an example, for a discussion issue which is posted by the instructor on the 10<sup>th</sup> day of the month, students will have**

**until 2355 hours (midnight) on the 17<sup>th</sup> day of the month to submit their post for credit. ALL LATE POSTS AFTER THIS TIME WILL NOT RECEIVE COURSE CREDIT.**

A grade will be assigned based on **quantity** or frequency of contribution, as well as quality of contribution. As your professor, I read every student post made during this course subsequent to when I post the topic for weekly student discussion. You will be able to earn marks by engaging with your peers, encouraging conversations, offering comments and suggestions, sharing your thoughts, and facilitating the shared learning of your fellow students. Over a history of teaching this course for many years, there has been a clear pattern that students who actively participate in the online discussions during each respective topic 'window', and incorporate course readings and concepts into their posts, tend to be among the top performing students in the course, including performance on the midterm and final examinations.

Marks will be taken away for inappropriate comments that do not show respect and civility. **Individuals who do not participate in online activities in accordance with the above information will not receive course credit for this dimension of performance.**

### **Midterm Examination.**

The midterm examination will cover all course material (assigned readings and internet course materials) up to and including Topic 5. Since internet course students are widely geographically dispersed from York University, and possess a variety of work and personal circumstances, trial and evaluation, and a consultation process, have determined that the best option is to structure the midterm examination as an online, open-book, timed examination.

The online, open-book, timed midterm examination will be 60 minutes in duration with 60 total marks available (30 multiple-choice questions (1 mark each) and 2 (short) written/essay questions (30 marks)).

For your convenience, and in order to take advantage of the technology, students will have a 36-hour window in which to complete the 60 minute examination, running from a start-time on Day 1 at noon, until the exam window closes (i.e all exams must be submitted by) at 12 midnight on the following day (i.e. Day 2). It will be your choice as to when you choose to write the examination within the aforementioned parameters, and you can only start/write it once. This process will enable students to obtain quick partial mark feedback (i.e. your score on the 30 mark multiple-choice portion) which will be released shortly after the examination window closes. The essay questions have to be personally marked, so normal marking time parameters apply. Students are personally responsible for ensuring that they complete, save and submit their answers before the last 30 seconds of the examination in order to ensure the system saves their answers. Absolutely no mark adjustments will be made for students who fail to follow these directions and do not choose to save and submit their answers before the examination time expires.

**Students are advised that even though the exam will be `open book`, their comprehension of course material must demonstrate sufficient mastery of theories and concepts as to preclude frequent searching of texts and resources since time will be limited (n.b. as per above, you should `budget your time` for 1 mark per minute of examination time).** Further details (including examination window dates) will be posted by the course instructor on the `announcements` board of the course website in the near future.

### **Final Examination**

The final examination will be held on the York University main (Keele) campus during the university-wide `official final examination period` (i.e. April 7<sup>th</sup> to 25<sup>th</sup> inclusive). Once the course instructor receives exam details (date, time, location) from York administrators, this information will be posted on the course website `announcements` board as well as on the York University website <http://www.yorku.ca> . The final examination will cover material from the entire course, with students being responsible for all assigned readings and internet lectures/material. Information covered as topics in the online discussion boards is also examinable. The final examination will be a closed book examination consisting of a combination of short-answer, multiple choice, `fill-in-the-blank` and essay questions. Please ensure you bring your York student identification card/ photo identification to the examination.

### **STANDARDS OF PERFORMANCE**

#### *Examination and Contribution*

Examination results and contributions will determine the student's grade. It is expected that the student will write the midterm and final examinations on the scheduled day, time, and location. **There will be no make-up exams.**

Students who choose to enroll in this course are personally responsible for ensuring that they are able to write the examination during the date/time specified by York University, and for ensuring that discretionary activities such as vacations do not conflict with examination dates and the academic requirements of this course

**n.b.** If the final examination is missed, a deferred exam can be written only when supporting medical documentation (accompanied by a signed physician's note) is provided to the School of HRM. Deferred final exams are common across all sections of HRM 3410, i.e. not just for the internet version of the course, and are cumulative in nature. If a student does not write the final examination and is not able to provide acceptable medical documentation for the missed examination, s/he will need to petition for a deferral to the Faculty council.

Considerable time and effort is expended in marking student work in a fair manner consistent with the performance standards of York University. Final exams submitted for review are evaluated by a third party through a formal appeal process managed by the School of Human Resource Management. Students should be fully aware that the review process can lower, raise, or sustain the original grade.

The professor reserves the right to change or alter the course outline/ syllabus/ material with sufficient notice to the students. On occasion, the instructor may add additional readings for a specific class, if he deems it necessary for the better understanding of the topic.

### **Plagiarism & Academic Misconduct**

Students are responsible for reading and complying with York University policies on academic integrity, plagiarism, and academic misconduct as contained on the York University website and various handbooks. Any such transgression (e.g. an act that violates the rights of another student in academic work or misrepresentation of your own academic work) is a very serious issue with potential consequences ranging from failure in the course to dismissal from the university.

### **Course Assistance**

Students enrolled in this course may contact the course instructor for assistance by a variety of means (see page 1 of this course outline).

The Professor will post key information regarding this course on the **'Announcements'** page of the course website, and you are expected to watch for, and to read all such postings. Students are also required to read and comply with the information contained in this course outline

The course discussion board should be used for all course related questions. The email address for the instructor is [kmcbey@yorku.ca](mailto:kmcbey@yorku.ca), and should be reserved for personal, private, or confidential issues.

Students should contact the School of Human Resources Management at 416-736-5806 for administrative questions. Please note that typically the answers to these and other questions are found in the **course outline**, course website **Frequently Asked Questions**, the 'announcements' board, and/or the Discussion Board. Please ensure you read all these documents carefully and completely.

**Computer/technical support** can be obtained through contact with [esohelp@yorku.ca](mailto:esohelp@yorku.ca) or [ithelp@yorku.ca](mailto:ithelp@yorku.ca) or [helpdesk@yorku.ca](mailto:helpdesk@yorku.ca)

*Revised and submitted on November 08, 2019. kjm.*