SCHOOL OF HUMAN RESOURCE MANAGEMENT
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES
TRAINING AND DEVELOPMENT
AP/ADMS/HRM 3410A
Virtual Classroom - Delivered Online

Instructor: Dennis Hodgkinson, B.Comm (U of T), LL.M. (Osgoode), Cert. in ADR
E-mail: dlh123@yorku.ca

Virtual classes/lectures: (See Course Outline/Syllabus below for details)
Thursdays 8:30 AM – 11:30 AM - September 10th - December 8th – 2020

Contacting Your Instructor:

My primary source of access will be through Moodle on a weekly basis. I can also be reached at dlh123@yorku.ca, through which I endeavour to answer your email within 48 hours Monday to Friday.

Course Website:

I will use the Moodle system to facilitate communication to the class at large. Note that Moodle will be the main venue through which lecture PowerPoints will be posted, as well as up-to-date notices about the course, and your course grades. Please check the site as well as your Yorku email regularly for course related updates, announcements and other information.

COURSE DESCRIPTION

Training and development activities are based on the premise that people are the most valuable resource of an organization, and an organization's competitive advantage is built on the development of its human capital. The primary aim of this course in training and development is to enable you to develop a comprehensive understanding of how the training and development function within human resources supports stakeholders, including: employees, customers, suppliers, shareholders, and public interests as well.

You will develop a thorough understanding of the significance of training and development to improve productivity, efficiency, health and safety, overall organizational performance, and stakeholder satisfaction. Specifically, you will acquire the knowledge, skills, and abilities to determine training and development needs, design and deliver training to meet those needs, and to evaluate the effectiveness of training and development programs, including costs versus benefits.

COURSE OUTCOMES AND OBJECTIVES

Upon successful completion of this course students should be able to reliably demonstrate, among other training and development capabilities, the ability to:

1. Analyze the position of a training and development function within an organization.
   ▪ Explain the organizational, societal and individual costs and benefits of workplace training and development.

- Describe the interests and roles of stakeholders in staff training and development.
- Explain the advantages and disadvantages of the centralized, relationship management and de-centralized approaches to the training and development function.
- Evaluate the relationship between the training and development function's structure and management and organizational effectiveness.

2. Discuss the concepts of the learning organization and organizational learning.
- Outline the important principles in the creation and maintenance of a learning organization.
- Describe intellectual capital and explain its significance to organizational performance.
- Define knowledge management and outline four popular knowledge management practices.
- Explain how training and development and organizational learning are related.

3. Apply the training and development process to an organizational performance issue.
- Explain the relationship between learning theory and organizational effectiveness.
- Outline the importance of various theories of human motivation for training within organizations.
- Compare and contrast the efficacy of T&D models for improving organizational performance.
- Identify performance issues that are appropriate for training and development solutions.
- Outline the steps required to produce an effective training or development solution.

4. Design a training or development program to address performance concerns.
- Conduct an analysis of organizational, job and individual needs.
- Identify four alternatives organizations use in place of the formal needs analysis process.
- Prepare learning objectives.
- Select the most appropriate delivery method.
- Produce content, instructional/learning and evaluation activities and materials.

5. Evaluate alternative approaches to staff development using cost benefit and cost effectiveness analyses techniques.

- Prioritize organizational learning needs.
- Forecast costs of alternative approaches for addressing learning needs.
- Identify opportunities to maximize benefits while reducing costs.
- Apply techniques to evaluate training or development effectiveness.

Required Text:

Saks, Alan M. and Robert R. Haccoun. *Managing Performance Through Training & Development.* 8th ed. Nelson, 2018, ISBN: 978-0-17-679807-9.
The 7th ed. - Nelson, 2016, ISBN: 978-0-17-657029-3 is acceptable.

Course Evaluation:

1. Mid-term exam: **50%**
2. Final Exam: **50%**

Instructor Information

Dennis Hodgkinson, B.Com, LL.M., Cert. in ADR

Dennis has consulted to Human Resources Executives of major corporations regarding human resources management issues for the past 18 years, and has over 20 years of teaching experience at the college and university level.

He holds a Master of Laws Degree - LL.M. from Osgoode Hall law school, a Bachelor of Commerce degree - B.Com in finance and economics, with emphasis in Human Resources Management, from the University of Toronto, and a Certificate in Alternative Dispute Resolution from Atkinson College – York University. His areas of specialization include addressing employment related conflict, Human Resources Management, Compensation, Recruitment and Selection, Training and Development and Employment Legislation as it applies to Termination related matters.

His most rewarding endeavour is teaching students who are committed to expanding their knowledge of Human Resources Management. Dennis quotes:

> "My philosophy is simple, the more challenging the endeavour, the more satisfying the achievement. There is nothing more satisfying to me than to hear students say they recommend my courses to their friends and colleagues."

The courses he teaches require a considerable amount of time and effort; however, conscientious students have indicated that the reward is worth the effort, since everything you learn will impact upon you at some point in your career.

Exams:

There will be two closed-book exams. Students are responsible for material covered in both the textbook and PowerPoint Slides. Exam format may consist of a combination of multiple-choice, mini-case and short answer/essay type questions. Mid-term and final exams will reflect material covered as indicated in Course Outline below.

Students missing the mid-term exam due to university approved medical or family reasons, accompanied by proper documentation (i.e., a medical note, death certificate, etc.), with the permission of your instructor, may write a comprehensive final exam worth 100% of the final grade. Student's personal agendas do not qualify as justification for missing an exam, therefore, plan personal commitments accordingly. Students who miss the final exam will be required to appeal to the university in order to write an alternate final exam at a later date. Deferred exams are not necessarily in the same format as the exam written by your section of the course. The format for deferred exams is not released in advance.

Material Required for Exams:

Given the Covid 19 virus, Mid-term and Final exams may be held online (see Covid 19 Course Transition from In-class to Online below). If the university closure has been lifted, and exams are held on campus, students must bring an HB pencil, eraser and a pen to the exams. The pencil will be used to answer multiple choice/True or false questions on a computerized scoring sheet. Pen must be used to answer short answer/essay questions (as applicable) on exam books. Also, do not forget your student card or photo Identification, otherwise you will not be permitted to write the exam. **It is a violation of academic integrity to access a cell phone or other unauthorized material during the exam period. It is also a violation of academic integrity to disclose in any form the content of an exam.**

Covid 19 Course Transition from In-class to Online:

Please note, transition is subject to change at instructor's discretion to reflect circumstances.

✓ On or before the first class, students should check their course Moodle site for course related information, and ensure their computer, camera and internet capabilities are sufficient to enable real-time virtual-classroom participation and exams via Zoom.

✓ HRM 3410A will be delivered remotely, and as such, will retain a virtual schedule whereby students will be invited and expected to log-in on Zoom at the weekly scheduled meeting time of Thursday at 8:30 AM for interactive lectures, class discussions, Mid-term and Final Exam

✓ In addition to PowerPoint slides and use of your textbook, recorded lectures will be for students unable to attend regularly scheduled meeting times and for review.

✓ Mid-term will take place using Zoom during regular meeting time as indicated on the Course Outline/Syllabus. Your Final exam will also be administered through Zoom in during exam week noted on Outline/Syllabus

✓ Students unable to attend a stipulated test time due to documented illness/emergencies must communicate the nature of their issue with the instructor and apply for accommodation consideration. Note that personal schedules (work, social, etc.) don't qualify for accommodation.

Special accommodation:

York University is committed to making reasonable accommodations in order to make equitable the educational experience of students with special needs. As noted, please alert your Course Director/Instructor and the School of Human Resources Management as soon as possible should accommodations be required. For students requiring special accommodation for writing of examinations, please make the necessary arrangements well in advance of the examination dates so that paperwork can be authorized and arrangements can be made.

Student Responsibilities:

In order to be successful in this online version of your course, it is important that you keep up with readings, both text and PowerPoints, on a weekly basis. To assist in your understanding of course content, it is recommended that students be able to answer what are referred to as Group or Class Discussion questions found in your PowerPoint slides.

Review and Re-Grading of Exams:

Exams are not typically returned, however, students may request an on-line meeting with the instructor to discuss their exam. Students must first submit a written request a maximum of two days within receipt of the original grade, including student name, student number, course name and section number. If you request a review your exam, it will require that the exam be reviewed and regraded by your instructor. This means that **it is possible to lose or gain points through re-grading. Keep in mind that the re-grade portion of the initiative is meant to address mistakes in grading, not to "bump-up" a student's grade.**

Academic Honesty (Senate Policy):

Breaches of Senate Policy on Academic Honesty are a serious matter. To quote the Senate Policy on Academic Honesty: The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are required to pursue suspected cases of academic dishonesty with formal charges. Students should review the York Academic Honesty policy at:http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm.
Students are encouraged to review the interactive on-line tutorial for students regarding academic integrity, at: http://www.yorku.ca/academicintegrity/tutorial.htm

Other Important York Policies:

Reappraisals: For reappraisal procedures and information, please visit the Office of the Registrar site at: http://www.registrar.yorku.ca/services/policies/grade.htm

Deferred Standing: Atkinson students who have experienced a misfortune or who are too ill to attend an examination must pursue **deferred standing.** Students should contact their home Faculty for information. For further details, please visit: http://www.registrar.yorku.ca/services/policies/def.htm

Senate Religious Observance Policy:

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents (Senate 032). For further information on accommodation procedures required due to religious commitment, and the schedule of dates, please visit: http://calendars.registrar.yorku.ca/lectureschedules/fw03/dates/religious.htm

Note about the Course Outline:

The Course Outline below serves as a guide to give you a general idea of what is to be covered in this course. Occasionally, other material or instructional media may be introduced or discussed that is not on the Course Outline. Such items will help to further illustrate the topics under study and to be of benefit to the student. The Course Outline is therefore not "carved in stone", as such, variations may occur at the professor's discretion.

Student Feedback: Prior to the end of the term students will have an opportunity to provide on-line feedback regarding your course. Constructive (not destructive or demeaning) feedback helps faculty gain insight into their instructional methods and course content, as well as provide guidance regarding what was done well and to identify areas for improvement. Students are encouraged to provide feedback in a respectful and professional manner.

Course Outline/Syllabus

Schedule		Topics of Study	Readings
Cl. 1	Sept. 10	The training and development process	Chapter 1
Cl. 2	Sept. 17	Learning, motivation, and learning styles	Chapter 2
Cl. 3	Sept. 24	The needs analysis process, techniques and tools	Chapter 3
Cl. 4	Oct. 1	Training design	Chapter 4
Cl. 5	Oct. 8	Off-the-job training methods	Chapter 5
Cl. 6	Oct. 22	On-the-job training methods	Chapter 6
Cl. 7	**Oct. 29**	**Midterm Exam**	**Chapters 1 - 6**
Cl. 8	Nov. 5	Technology-based training methods	Chapter 7
Cl. 9	Nov. 12	Training delivery – trainer, trainee, training site	Chapter 8
Cl. 10	Nov. 19	Transfer of training	Chapter 9
		Training evaluation	Chapter 10
Cl. 11	Nov. 26	Costs and benefits of training	Chapter 11
		Training Programs	Chapter 12
Cl. 12	Dec. 3	Management Development	Chapter 13
Dec. 9 - 23		**Final Exam** – See University Exam Schedule	**Chapters 7 - 13**

Please Note: There will be no class Oct. 15th due to Reading Week