

**SCHOOL OF HUMAN RESOURCE MANAGEMENT
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES
TRAINING AND DEVELOPMENT
AP/ADMS/HRM 3410B
ONLINE**

Instructor: Dennis Hodgkinson, B.Comm (U of T), LL.M. (Osgoode)

E-mail: dlh123@yorku.ca

Office Hours: By appointment

Contacting Your Instructor:

My primary source of communication will be through Moodle on a weekly basis.

If you choose to contact me by email, I can be reached at dlh123@yorku.ca, through which I endeavour to answer emails within 48 hours of receipt Monday to Friday. Please use your full name and student number as registered with York, and **include the course name and section** in the subject line. **As possible, please pose your question(s) in class, since answers to most questions are applicable to everyone.**

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 and 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 compared to 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. Describe and discuss the importance and benefits of training and development for employees, organizations, and society.
2. Describe and apply the ISD model of the training and development process, which sets the stage for this course.
3. Understand the focus of learning, which is what training and development is all about
4. Describe and discuss how individuals learn and their motivation to learn, and how learning and retention relate to behaviour, performance and individual effectiveness.
5. Describe and apply the needs analysis process with emphasis on organizational, task, and person, and determine solutions for performance problems.
6. Describe and demonstrate how to design training and development programs, including whether to design or purchase a training program, in addition to choice of training methods.
7. Describe and determine the most appropriate off-the-job instructional method to apply, including lectures discussions, case studies, and role plays, amongst others.
8. Describe and determine the most appropriate on-the-job instructional method to apply, including job instruction training, performance aids, job rotation, coaching/mentoring, apprenticeship programs as well as advantages and disadvantages of off-the-job compared to off-the-job training methods.
9. Describe technology-based training methods, including instructor lead compared to self-directed training, as well as synchronous and asynchronous learning, including advantages and disadvantages of each of the above.
10. Describe and construct a lesson plan presenting its main components.
11. Describe and recommend strategies that can be undertaken by managers, trainers, and trainees to improve transfer of training.
12. Describe and discuss the purpose of training evaluation, barriers encountered, and how they may be overcome.
13. Describe and calculate the costs and benefits of training.
14. Describe and discuss common types of training that employees receive.
15. Describe and discuss the importance of the development of management and leadership talent, and its importance to organizations.

1.

Required Text

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

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. Exams will cover course material including textbook, lectures, and in-class material/PowerPoints. Exam format may consist of a combination of multiple-choice, mini-case, short answer/essay, and/or application type questions. Mid-term and final exams will reflect topics 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 may 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 to write an alternate final exam at a later date. Deferred exams are not necessarily in the same format nor reflect the same questions as the regular exam written by your section of the course. The format for deferred exams is not released in advance.

Material required for exams:

It is yet to be determined if online students may be required to write final exam on campus, otherwise your final exam will be written online. **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.**

Special accommodation

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university

encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to accommodate special needs within the context of this course and that arrangements can be made. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. **Accommodations for tests/exams require a minimum of three (3) weeks (21 days) notification before the scheduled test/exam for arrangements to be made.**

Student Responsibilities:

In order to facilitate class discussion and learning, **online attendance, preparation and participation** are crucial in this course. It is important that you attend each online class, since material covered in class will augment that which is in the text and presentation PowerPoint slides. Lectures may not be recorded and made available online. You are expected to read all assigned material prior to class and be prepared to share your insights, questions and views supported by course content. You may be called upon to provide your insight in class at any time.

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 on PowerPoint slides.

Review and Re-Grading of Exams

Exams are not typically returned, however, students may request a meeting with their instructor to review their exam if they believe there was an error in grading. Students must first submit a written request a maximum of two days within receipt of the original grade, including student name, student number, and course name and section number. If you request to review your exam, it will require that the entire 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 regrading is meant to address mistakes in grading, not to “bump-up” a student’s grade. Re-grading will not be permitted for exams that were written in pencil or that may have been altered.**

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: 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 to indicate the topic to be discussed in each session. Occasionally, other material 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 to address scheduling requirements/changes 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 participate in this process.

Training and Development

HRM 3410B

Course Outline

Location – Online

Time – 1:00 - 4:00

| <u>Class Schedule</u> | <u>Topics</u> | <u>Readings</u> |
|-----------------------|---|------------------------|
| Cl. 1 Sept. 9 | The training and development process | Chapter 1 |
| Cl. 2 Sept. 16 | Learning, motivation, and learning styles | Chapter 2 |
| Cl. 3 Sept. 23 | The needs analysis process, techniques and tools | Chapter 3 |
| Cl. 4 Sept. 30 | Training design | Chapter 4 |
| Cl. 5 Oct. 7 | Off-the-job training methods | Chapter 5 |
| Cl. 6 Oct. 21 | On-the-job training methods | Chapter 6 |
| Cl. 7 Oct. 28 | Midterm Exam | Chapters 1 - 6 |
| Cl. 8 Nov. 4 | Technology-based training methods | Chapter 7 |
| Cl. 9 Nov. 11 | Training delivery – trainer, trainee, training site | Chapter 8 |
| | Transfer of training | Chapter 9 |
| Cl. 10 Nov. 18 | Training evaluation | Chapter 10 |
| Cl. 11 Nov. 25 | Costs and benefits of training | Chapter 11 |
| | Training Programs | Chapter 12 |
| Cl. 12 Dec. 2 | Management Development | Chapter 13 |
| | | Chapters 7 – 13 |

Final Exam – See University Examination Schedule

Note: There will be no class on October 14th due to reading week

(Revisions to Course Outline may occur if necessary at Instructor's discretion)