

YORK UNIVERSITY  
SCHOOL OF HUMAN RESOURCE MANAGEMENT  
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES  
HRM 3410 A FALL 2023

**TRAINING AND DEVELOPMENT**

**Course Director:** Althea Gordon

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Time: Thursday, 11:30 pm. – 2:30 p.m.

Location: ACW 307

## **COURSE OBJECTIVES**

Through this course, students will understand the role and function of learning and development in organizations. Specifically, students will examine theories and principles of learning and explore their application to organizational contexts. In addition to traditional learning functions, we will investigate timely learning initiatives that include mentoring, coaching, leadership development, and e-learning. Students will leave the course with a developed understanding of how employee learning contributes to organizational success.

Specific Learning Objectives:

1. To understand the role and function of training and development in organizations.
2. To understand learning theories and principles and their implications for the effectiveness of training programs.
3. To be able to identify training needs 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 implementing a training program.
5. To understand the difficulties of transfer of training and how to overcome them and facilitate transfer of training.
6. To understand how to evaluate the effectiveness of training programs in terms of training criteria and evaluation designs.
7. To be able to evaluate the cost of training programs.
8. To be knowledgeable about the various types of training programs and management development.

## **PREREQUISITES**

AP/ADMS 1000 3.00, AP/ADMS 2400 3.00, and AP/HRM 2600 3.00.

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline. Students who do not have the prerequisites are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites.

## **REQUIRED RESOURCES**

**TEXT:** Saks & Haccoun (2019). *Managing Performance Through Training and Development*. I TP Nelson: Toronto, ON. 8th Edition ISBN:978-0-17-679807-10

**\*Class schedule may be changed at the discretion of the instructor**

SESSION	TOPIC	Chapter/Deliverables
Week 1 Sept 7	Course Introduction The Training and Development Process	Chapter 1
Week 2 Sept 14	Learning and Motivation	Chapter 2
Week 3 Sept 21	The Needs Analysis Process	Chapter 3
Week 4 Sept 28	Training Design	Chapter 4
Week 5 Oct 5	Off-the-job Training Methods/On-the-job Training Methods	Chapters 5 & 6
<b>READING WEEK</b>		
Week 6 Oct 19	Mid-Term Exam	Mid-Term Exam (In class)
Week 7 Oct 26	Technology-based training methods	Chapter 7  Online Contribution due
Week 8 Nov 2	Training delivery Transfer of Training	Chapter 8 & 9
Week 9 Nov 9	Training evaluation	Chapter 10
Week 10 Nov 16	Training Costs and Benefits Training Programs	Chapter 11 & 12
Week 11 Nov 23	Management and Leadership Development	Chapter 13
Week 12 Nov 30	Final Exam	Final Exam (In class)

## EVALUATION

Mid-term Exam	40%
Group Project	35%
Online Discussion	5%
Final Examination	20%

### **Midterm Exam 40%**

The mid-term examination will be held during the sixth week of the course. The mid-term exam is a closed-book exam covering **chapters 1-6 only**. The format will most likely be a combination of multiple choice and essay/short answer questions. You will be advised of the format prior to the midterm date. It is imperative that you attend the mid-term exam since there will be no other alternative dates to write a make-up exam.

## **Group Project: 35%**

This project has three components: a written paper (15%), presentation (15%) and peer evaluation (5%).

**Group Formation:** You are responsible for forming your own groups. Each group should have 6 – 7 people. A list of all members in your group, with full names, student numbers and e-mail addresses and the topic you plan to cover must be submitted to me by email by **September 28**.

**Sign-up for Presentations:** Beginning Week 7, **October 26**, groups will present their findings to the rest of the class. Please sign up for a presentation slot no later than **September 28** or you will be slotted in the remaining openings. Shortly thereafter I will email each group confirming the list of members, your topic, and the presentation date.

### **Presentation & presentation Topic:**

Your group will research a current issue facing organizations in Canada or elsewhere, related to this course. There are multiple sources of information: the news/press, journals, managers and employees, your own experiences, and academic journals. You are to research an issue and come up with recommendations on how to manage that issue/problem. Use of peer reviewed journals is encouraged. Only cover one or two main issues, within a larger topic, that the company is dealing with. This project should include the following:

1. The company you are investigating.
2. Explanation of the issue the company is dealing with.
3. **Your recommendations/plan on how to improve the situation. This is the KEY to a good mark.**
4. **It is important to focus on the specifics not generalities.**

The group presentation is important and will be marked on criteria such as clarity, visual aids, logic and flow, ability to answer questions on the project etc.

### **Written Paper (15%)**

Your group **written paper** should be **no more** than 8 pages, excluding the list of references and appendixes (Arial or Times New Roman, 12 pitch, with 1" margins; double-spaced). You should cover at least the following in the paper:

- Details of the issue that could include an introduction to the company and issue, purpose of the study, importance to HR, etc.
- You must have at least 4 reference sources on the subject.
- Recommendations for the organization(s) on how the organization(s) can improve/manage the issue.

You must also include a list of articles cited, using the APA style. You should also include a sheet with your group name, each group member's full name and student numbers. Your paper will be evaluated on style (grammar, etc.) and content (the extent and quality of your research, analysis, and recommendations). This paper must be handed to the instructor the day of the presentation.

Please note that for the written paper, the key elements are logic, grammar, syntax, spelling and your ability to support your argument/thesis in the paper. More information on this will follow.

## Presentation (15%)

The presentation may follow the headings above (but you can choose to be innovative and be different). Not all members of your group are required to present (although all should be in attendance), you may choose just one or two people to present, given the time limits. The presenter(s) will stand at the front of the class. Due to time constraints, the presentation will be limited to approximately **15 minutes and about 5 minutes for a question-and-answer period**.

**Please note: Due to scheduling conflicts, no new dates to do your presentation will be assigned if you are unable to present on the assigned date, and you will receive a zero if you do not present as scheduled.**

## Peer Evaluation (5%)

Subject to any concerns raised in the confidential peer evaluations (see below), all group members (including those who do not actually present) will generally receive the same mark for the presentation component.

Each group member must individually hand in a short, CONFIDENTIAL, typed evaluation of the project and of the contributions of their group members. Each person will place their evaluation in a sealed envelope. Each evaluation should contain your name and the proper names of each group member and their student number. There is no standard form to be used, but instead, please provide some commentary on each group member in relation to the following:

- His/her contribution;
- Timeliness of contribution;
- How well each person worked in the team;
- Leadership;
- Whether the person deserves to get the mark assigned to the project as a whole (or a higher grade or a lower grade) and an explanation
- Any comments on the assignment and suggestions, if any, to improve.

This typed evaluation should not exceed 2 pages and must be handed in by the end of the class in which you make your presentation, or all group members will receive a mark of 0/10 for this component. Late peer evaluations will not be accepted. You should not hesitate to provide negative feedback if it is warranted. If group members collude and agree to provide only positive feedback, then each member will receive the same mark. In other words, you can be negatively affected by the poor performance of your group members unless the collective feedback suggests that marks should not be equal for all group members.

Further details relating to the group presentation and paper will be provided later.

## **Online Discussion: 5% Due October 26**

You are to post your **analysis/commentary of current news stories in Canada** relating to any of the topics in the course. These news stories can be from newspaper, magazines, journals, online news etc. but the source **MUST** be Canadian. The event must have occurred in Canada and relate to a Canadian organization.

## **Postings**

You must reference the news item accurately following the format below:

1. Author or Journalist (first and last name)
2. Title of article or event
3. Name of publication or URL
4. Exact date (time) of publication or online post
5. You must provide an accurate summary of the key points of the news item (point form is acceptable)

A grade of 5% will be assigned to each online discussion topic based on quality of contribution. To gain the full marks for each online discussion topic, you must write each post with a total of **300 - 400 words**. You are not required to make comments on your classmate's posts. You can if you would like to, however, there are no extra marks. Marks can be taken away for inappropriate comments that do not show respect and civility. Individuals who do not participate in online discussions should not expect to be rewarded for this dimension of performance.

**Final Examination (20%):** The final exam will take place during the twelfth and final class of the term. More details to follow.

## **CLASS PROTOCOL**

### **Personal Technology**

It is understood that there are pedagogical reasons for laptops to be used in class. You are encouraged to use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. Note that there will be times (e.g., during class discussions) when I will expect your laptops to be down.

## **STANDARDS OF PERFORMANCE**

It is expected that the student will attend every class on time and stay for the entire session. It is expected that the student will have completed the assigned readings and other preparation prior to class so that the student can be actively involved in class exercises and discussions.

## **Examination and Participation Policy**

Examination results and the quality of assignments will determine the student's grade. It is expected that the student will write the final exam on the scheduled day, time, and location. There will be no make-up exams. The student will be assigned a grade of 0 for missing the final exam. The only exception to the above rule may be granted in case of serious illness or extenuating circumstances at which time students are asked to notify the professor immediately, and extensive written proof of the situation (valid doctor's note etc.) will be required.

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

## **Course Policy on Student Use of Generative Artificial Intelligence (AI)**

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created through the use of generative AI tools will be

considered a violation of York University's [\*Senate Policy on Academic Honesty\*](#). If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

## IMPORTANT YORK POLICIES:

### Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours](#). If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).
- **Respect your peers:** [Know when you are allowed to collaborate](#). Ask your instructor about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or assignments](#). You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.
- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also

constitute offences under the [Criminal Code of Canada](#), which means that you may also be subject to criminal charges.

### **Academic Honesty (Senate Policy)**

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Breaches of the Senate Policy on Academic Honesty are serious matters. 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 encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

### **Reappraisals**

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

### **Accommodation Procedures:**

#### **Deferred Standing**

Students who have experienced a misfortune or who are too ill to attend an examination in a course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit:

[http://www.registrar.yorku.ca/services/ds\\_faq.htm](http://www.registrar.yorku.ca/services/ds_faq.htm)

#### **Deferred Standing Request for HRM courses:**

<http://shrm.laps.yorku.ca/students/deferred-exam-request/>

#### **Students with Special Needs (Senate Policy)**

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert the Course Director as soon as possible should you require special accommodation.**

### **Other useful links:**

1. Religious Observance: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
2. Grade Scheme and Feedback (Policy): <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>
3. Student Rights and Responsibilities: <http://oscr.students.uit.yorku.ca/student-conduct>

4. Academic Accommodation for Students with Disabilities: <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>
5. Academic Honesty: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>
6. Counselling & Disability Services: <http://cds.info.yorku.ca/>
7. Alternate Exam/Testing Scheduling Centre: <http://altexams.students.yorku.ca/>