



COURSE OUTLINE

2021/2022

COURSE NAME: Training and Development

COURSE CODE: HRMT4429

COURSE DESCRIPTION

This course provides students with the skills and abilities to analyze learning needs and create effective training solutions to address organizational learning and development gaps. Students will use the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model to make decisions about learning needs and to create comprehensive training and development plans for a corporate environment. Students will use cases and scenarios to evaluate and identify employee learning needs and create learning solutions that take into consideration adult learning needs and learning styles.

Course Credits: 3.00

Pre-requisites: HRMT2226 or HRMT3410

Equivalent Courses: HRMT429

LEARNING OUTCOMES

OUTCOME	Upon successful completion of this course, you will be able to
1	<p>Analyze the learning needs of organizational members using a systematic approach.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> ▪ Examine the purpose of a training needs analysis. ▪ Complete a training needs analysis. ▪ Assess when a training solution is the best intervention or if another type of intervention should be recommended. ▪ Explain what a competency is and how it is used in a learning needs analysis. ▪ Differentiate between proactive and reactive learning needs analysis and describe the situations favouring the use of one over the other. ▪ Support the relationship between learning needs analysis and the design and evaluation of training.
2	<p>Align learning solutions with organizational strategies.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> ▪ Explain the connection between organizational strategy and human resource strategy. ▪ Evaluate how/why training plays a role in organizational and HR strategy and the challenges and opportunities facing training today. ▪ Analyze interrelationships between the five stages of the ADDIE training process model.

3	<p>Design a training plan for the organization's members.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> ▪ Analyze constraints an HR department would face in designing training and how to overcome these challenges. ▪ Examine the purpose of learning objectives, the criteria for evaluating objectives and the advantages of using objectives through the development process. ▪ Explain how to motivate employees to attend training and build attendance strategies into the training plan. ▪ Explain what to include in training to facilitate transfer of learning. ▪ Assess the roles and strategies used by supervisors, peers and trainers to assist in learning transfer. ▪ Create pre and post learning activities, using adult learning theory and considering all learning styles.
4	<p>Develop learning materials that provide engaging learning experiences.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> ▪ Create learning materials including leader and learner resources and multi-media resources. ▪ Assess the purposes, procedures, strengths and limitations of various training methods and the types of learning objectives for which each method is most suited. ▪ Examine elements of an instructional strategy. ▪ Propose alternatives to development of training in-house.
5	<p>Deliver a training session for organizational members.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> ▪ Explain how to deal with difficult trainees ▪ Clarify factors to consider in selecting and preparing trainers. ▪ Facilitate a training session, using activities and classroom management strategies. ▪ Make decisions about how to best use the environment (seating, room set up) to facilitate learning. ▪ Explain why different people need different training methods to learn the same thing.
6	<p>Evaluate a training session and report on outcomes.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> ▪ Debate the pros and cons of evaluation. ▪ Explain process evaluation and why it is important. ▪ Illustrate the relationships among various levels of outcome evaluation. ▪ Differentiate between cost savings and utility analysis evaluation. ▪ Explain the importance of internal and external validity in regards to training evaluation. ▪ Complete a program review including training evaluations and data analysis.

STUDENT EVALUATION

OUTCOME	ACTIVITY DESCRIPTION	MARK DISTRIBUTION
1 and 2	A. Training Needs Analysis Paper	20%
3 and 4	B. Training Program Leader and Learner Materials Development	25%
5 and 6	C. Training Session Delivery	20%
1, 2, 3, 4, 5 and 6	D. Comprehensive Exam	35%
TOTAL		100%

COURSE COMPLETION REQUIREMENTS

The minimum passing grade for this course is grade point of 1.0 (50% or D). Higher grades may be required to use the course for transfer credit or to satisfy professional designation criteria. Please refer to the Grades Procedure AD 2.2 for more details on your calculation requirements to determine the grading level required to maintain satisfactory academic standing, for progression and graduation.

STUDENT EQUIPMENT AND SUPPLIES

All JR Shaw School of Business students are required to possess a computing device, either a desktop or laptop, that will meet the minimum technology requirements. This will enable you to engage in our digital learning environment and to participate in online assessments. In addition to the minimum technology requirements, your computing device must also support both audio and video streaming technologies and, as a result, must include hardware (either internal or external) such as a microphone and webcam. A broadband (high speed) internet connection is also required.

Your computing device must meet the following minimum technology requirements:

Windows:

- Windows 10
- Processor: Intel i Series 4th Gen or Better or AMD Ryzen Series
- Memory: 4 GB RAM minimum, 8 GB RAM recommended
- Solid State Drive recommended or Hard Drive (minimum free space 15 GB)
- Display resolution: 1366 x 768 minimum, 1920 x 1080 recommended
- Wi-Fi connection: Wireless N, AC or better
- Antivirus Protection: Windows Defender and Windows Firewall are recommended to protect your device and are pre-installed on your Windows computer

Apple:

- Mac Hardware Requirements:
 - MacBook (Late 2009 or newer)
 - MacBook Pro (Mid 2010 or newer)
 - MacBook Air (Late 2010 or newer)
- MacOS High Sierra (10.13) or later
- Memory: 4 GB RAM minimum, 8 GB recommended
- Solid State Drive recommended or Hard Drive (minimum free space 15 GB)
- Antivirus Protection: No additional software is needed. Built-in firewall and security software available in System Preferences

Note: while tablets can support your learning, they are not recommended as a main device.

DELIVERY METHOD

This course will be taught using a variety of delivery methods which may include face-to-face, online, or blended teaching platforms. Activities such as collaborative exercises/assignments, seminars, labs, discussion, audio/visual presentations, case studies, and practicums may be used to support learning.

STUDENT RESPONSIBILITY

It is expected that students will be responsible citizens of the Institute by following the Student Rights and Responsibilities Policy (SR 1.0). As such, each student will assist in the preservation of Institute property, and assume responsibility for their education by staying informed of and abiding by academic requirements and policies; demonstrating respect toward others; and meet expectations concerning attendance, assignments, deadlines, and appointments.

EQUITY AND INCLUSION STATEMENT

NAIT is committed to advancing equity and to actively and intentionally creating learning environments that promote a sense of belonging and dignity that ensure all people are safe, respected and valued. Acknowledging that every member of the NAIT community has a role in and responsibility to this work, NAIT provides the resources and support necessary for programs, departments and individuals to champion equity, diversity and inclusion and address barriers in meaningful ways.

TERRITORIAL ACKNOWLEDGEMENT

NAIT respectfully honours and acknowledges that it is located on traditional Treaty 6 territory and an important trading center for the Métis people.

Changes to This Course Outline: Every effort has been made to ensure that information in this course outline is accurate at the time of publication. The Institute reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

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