

BUSI 4111
Training & Development
2018/19

CLASS TIME:	Thursday 11:35 am – 2:25 pm
CLASSROOM	Fall: Tory 431 Winter: TBA
INSTRUCTORS:	Troy Anderson Robert Smart
MENTORS:	Julia Demarinis Steven Mullin Dana Quinn Rene Tanderup
OFFICE:	1013 DT (Smart), 917 DT (Anderson)
OFFICE HOURS:	Drop by!
WEB PAGE:	CuLearn at https://culearn.carleton.ca
E-MAIL:	Messaging function on CuLearn. Please send messages to both Rob and Troy if possible.

Prerequisite(s): third-year standing and [BUSI 2101](#) (or [BUSI 2121](#) or [BUSI 2702](#)) with a grade of B- or higher and permission of the School.

COURSE DESCRIPTION

Emphasizes contingency approach to training and development; relevant to organizations of all sizes and resource capacities. Effective training and development is conceptualized as a process that integrates extensive front and back-end planning, implementation, and evaluation activities.

OBJECTIVES

This course provides the foundation for Training & Development: To prepare you to teach Introduction to Organizational Behaviour, in the Fall 2017 and Winter 2018 semesters. In the context of this mission, the objectives of the course are:

- to help you develop into an effective teacher who can help others to learn effectively and efficiently using experiential methods in interactive sessions;
- to enhance your ability to work collaboratively with a teaching partner, with small groups, and with the larger organizational community, including professors.
- to develop your leadership skills that will help you become a more effective student while at Carleton and an effective manager and leader in your organization, community, and society upon graduation.

TEXT

The following text will be provided to you for the first term:

Osland, J. et al. *Organizational Behavior: An Experiential Approach* (8th edition). Upper Saddle River, NJ: Pearson. ISBN 0-13-144151-5. Journal articles accessible online may be used in winter term.

COURSE REQUIREMENTS

All students must attend the 3-day orientation session to be held from Aug 31st-Sept 2nd. The purpose of the orientation is to prepare you to learn and practice skills in critical thinking, communication, and team building while developing and demonstrating advanced knowledge of course content. The orientation is intended to help you prepare to present the course material to students and manage class discussions and experiential exercises within your interactive sessions.

In partnership with another 4111 participant, you will teach one interactive session of maximum 25 students in each of the two terms. You will also manage your section's CuLearn site and evaluation. Pairing selection and announcements will take place during orientation. Your partner will change for Winter term.

4111 class sessions will be used to consolidate your mastery of OB theory and of applied exercises and simulations for the interactive classes. Specifically, each 4111 class in the Fall will be devoted to preparing for the next interactive class, with a pair of Trainers responsible for leading a run-through of the material and exercises. The presenting pair may be asked to meet in person or in a telephone meeting with one of the professors for specific coaching prior to their 4111 session. The run-through will always be followed by feedback from participants on content and process, geared to aid the learning of all the Trainers.

You must be fully prepared for each 4111 class, having studied the chapter content, and relevant teaching outline for the upcoming interactive class. This advance preparation is imperative for success in teaching your classes; remember that 4111 runs on Thursdays during the first term and you will be teaching on your interactive session the following week. Attending the BUSI 2101 lecture each Monday will assist you in this, and in making relevant links between lecture material and interactive class material to help your students' understanding. At least one member of your pair must attend each Monday lecture.

You will meet periodically with your mentor to discuss any concerns you might have, clarify expectations, and set goals.

In the Winter term, 4111 class time will be used to explore selected Training & Development topics in greater depth.

RESPONSIBILITIES

In the Training & Development community, everyone must function as a resource for everyone else. In a course like this where skill building is central, and feedback from others is essential, wholehearted involvement and effective contribution by every person is crucial. Therefore, all of us must be responsible for creating and maintaining an effective learning environment.

EVALUATION (Fall Term)

Item	Weight	Description
Teaching (In class)	40%	Based on teaching observations and evaluations.
Evaluation of another interactive	5%	You will observe another pair's interactive and thoughtfully evaluate it
Interactive run-through	5%	One interactive presented in 4111 session during Fall term.
Reflected Best Self assignment	10%	This assignment is aimed at helping you find your strengths, as observed by others, and thinking about how you might apply them in the Training & Development context.
Self-evaluation	10%	Evaluation of a video recording of one of your own interactives
Weekly story submission	10%	Weekly (short) story submission
Participation and Contribution	20%	Grades are awarded for input and preparation for BUSI 4111 classes, for CuLearn management/responsiveness, for contribution to the teaching effort in general (including support to your partner), and for ongoing mutually supportive behaviours within the T&D community. This component will include your periodic meetings with mentors.
Note: Students must complete all of the elements of the course in order to pass		

EVALUATION (Winter Term)

Item	Weight	Description
Teaching (in class)	40%	Based on teaching observations and evaluations
Weekly reflection and final letter	5%	Short weekly reflections and a final personal reflection on your experience as a teacher
Evaluation of another interactive	5%	You will observe another pair's interactive and thoughtfully evaluate it
Final Test (In-Class)	10%	Details to be given during winter term
Project (Training Design)	20%	Details to be given during fall term
Participation and Contribution	20%	See fall term evaluation criteria above, plus leading one 4111 discussion on a Training & Development topic
Note: Students must complete all of the elements of the course in order to pass		

COURSE SCHEDULE (Fall)*

Week / Dates	Topic (Monday Speaker)	Readings/Assignments
Week 1 (Sep 6)	4111 Seminar: Psychological Contract (Troy Anderson)	Chapter 1
Week 2 (Sep 13)	4111 Seminar: Individual & Organizational Learning (<i>Linda Schwitzer</i>)	Chapter 3
Week 3 (Sep 20)	4111 Seminar: Communication; Perception & Attribution (<i>Linda Duxbury</i>)	Chapter 8 and 9
Week 4 (Sep 27)	4111 Seminar: Individual & Organizational Motivation (<i>Angela Dionisi</i>)	Chapter 5
Week 5 (Oct 4)	4111 Seminar: Exam Design and Review (no interactive next week).	
Week 6 (Oct 11)	4111 Seminar: Decoding Behavior & Personality (<i>Greg Sears</i>)	Chapter 4
Week 7 (Oct 18)	4111 Seminar: Culture & Values (<i>Shibu Pal</i>) **Interactive class takes place the week of the midterm.	Chapter 16
Reading Week Oct 22-Oct 26 Midterm Oct 29		
Week 8 (Nov 1)	4111 Seminar: Group Dynamics & Work Teams (<i>Rob Smart</i>)	Chapter 10
Week 9 (Nov 8)	4111 Seminar: Conflict & Negotiation (<i>Greg Dole</i>)	Chapter 13
Week 10 (Nov 15)	4111 Seminar: Ethics (<i>Sefa Hayibor</i>)	Chapter 6
Week 11 (Nov 22)	4111 Seminar: Power & Influence (<i>Ruth Mckay</i>)	Chapter 18
Week 12 (Nov 29)	4111 Seminar: Decision Making ()	Chapter 17
Week 13 (Dec 6)	4111 Seminar: Exam Design and Review (no interactive next week).	

*unforeseen circumstances may necessitate modifications to the schedule

COURSE AGENDA (Winter 2018)

Week / Dates	Topic	Readings/Assignments*
Week 1 (Jan 3)	2101: Psychological Contract 4111: Introduction to T&D & Review of Course Outline	
Week 2 (Jan 10)	2101: 4111: Training in Organizations	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 3 (Jan 17)	2101: 4111: Aligning training with strategy	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 4 (Jan 24)	2101: 4111: Training Design	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 5 (Jan 31)	2101: 4111: Needs Analysis	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 6 (Feb 7)	2101: 4111: Traditional training methods	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 7 (Feb 14)	2101: Midterm Exam 4111: Learning Principles & Motivation	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source
February 18-22 Reading Week (No Classes)		
Week 8 (Feb 28)	2101: 4111: Technology-based training methods	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 9 (Mar 7)	2101: 4111: Learner Diversity	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 10 (Mar 14)	2101: 4111: Evaluation of training	<i>Readings posted to CuLearn</i> ITs: _____ Industry Source.
Week 11 (Mar 21)	2101: 4111: Test	
Week 12 (Mar 28)	2101: 4111: Course wrap up	Training Design Project (15%) & Presentation (5%)
Week 13 (Apr 4)	4111: Course wrap up	Reflection Paper due (5%)

***While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.**

COURSE WEB PAGE: The URL for the course web page is <https://culearn.carleton.ca>.

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at:

<https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the

classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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