

CLASS TIME:	Thursday 11:35 am – 2:25 pm
CLASSROOM	Fall: TBA Winter: TBA
INSTRUCTORS:	Dr. Troy Anderson Dr. Rob Smart
MENTORS:	Sherrise Amiel Vicky Berthiaume Ben Rogers Andrea Zakaib
OFFICE:	917 DT (Anderson), 1013 DT (Smart)
OFFICE HOURS:	Drop by!
COURSE WEB PAGE:	CuLearn at <a href="https://culearn.carleton.ca">https://culearn.carleton.ca</a>
E-MAIL:	Messaging function on CuLearn. Please send messages to both Troy and Rob if possible.

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## COURSE DESCRIPTION

### **BUSI 4111 [1.0 credit]**

#### **Training and Development**

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.

**Prerequisite(s):** Fourth-year standing in B.Com. and BUSI 3104 with a grade of C or higher and permission of the School.

***Prerequisite(s) starting in Fall 2015: Third or fourth-year standing in B.Com. and BUSI 2101, BUSI 2702, BUSI 2121, or BUSI 3602 with a grade of B- or higher and permission of the School.***

#### **Lecture three hours weekly, 1.**

This course provides the foundation for Training & Development: To prepare you to teach Introduction to Organizational Behaviour, in the Fall 2014 and Winter 2015 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 August 29 – 31. 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 4III 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.

4III class sessions will be used to consolidate your mastery of OB theory and of applied exercises and simulations for the interactive classes. Specifically, each 4III 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 4III 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 4III 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 4III 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, 4III 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 4III 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 4III 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
Short Paper	5%	A 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 Exam teaching marathon	10%	You will design a short instructional session on a topic of your choice (with a partner)
Project	20%	Details to be given during fall term
Participation and Contribution	20%	See fall term evaluation criteria above, plus leading one 4III discussion on a Training & Development topic
Note: Students must complete all of the elements of the course in order to pass		

COURSE WEB PAGE:

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

## Standard Fine Print

### FND:

To reduce instances of miscommunication Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

Please include something along the following in the course outline (note this is only an example...you can determine your own criteria for satisfactory in-term performance):

### 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	WDN = Withdrawn from the course		
ABS = Student absent from final exam			
DEF = Deferred (See above)			
FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam			

### Academic Regulations, Accommodations, Etc.

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 Accommodations

### Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made.

-- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2014 exam period is November 7, 2014 and for the April 2015 exam period is March 6, 2015.

### For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

#### 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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

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.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>