

## COURSE: LEARNING AND DEVELOPMENT

PGDM 2010-12                      TERM V

FACULTY: PROF. SNIGDHA PATTNAIK

### INTRODUCTION & COURSE OBJECTIVE:

Learning and development (L&D) in organizations is usually defined as planned activities directed at enhancing the learning of job-relevant knowledge, skills and attitudes by members or employees of the organization. Almost invariably, the goal is to improve on-the-job performance so as to enhance the overall effectiveness of the organization and/or to increase the likelihood that organizational goals will be reached. This course clarifies the role of learning and development in Human Resource Management. It studies the importance of employee development toward achievement of organizational goals and effectiveness.

Topics covered in this course will include: assessing learning requirements, the design and delivery of learning experiences, relevant learning principles, the development and implementation of criteria and procedures for evaluation of learning, and the process of transferring learning from the training context to the workplace. Thus the course provides a general framework for examining and revising existing L&D programs and for establishing new ones.

The core of the course content will be covered by lectures and through class discussions and experiential exercises. In addition, students will be given an opportunity to plan and execute a training program in class. The group size and the number of sessions that will be spent on the student-led programs will depend on class size.

I will act primarily as a resource person. The benefits you will derive from this course will therefore depend on your interest, your choice and willingness to work, and on the amount of time you allocate.

### COURSE OUTLINE & SESSION PLAN:

| SESSION | TOPIC                                                                                                                                                                                                              | READINGS                                                                                                                                                                                                  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 & 2   | Introduction and Overview of L&D <ul style="list-style-type: none"><li>Organizational Perspectives in Learning</li><li>Individual Perspectives in Learning</li><li>Learning Theories and Learning Styles</li></ul> | Readings <ul style="list-style-type: none"><li>Kenney, J. &amp; Reid, M. (1986). Learning and training. In <i>Training interventions</i>, London: IPM.</li><li>Kolb's learning style inventory.</li></ul> |
| 3       | Identifying Learning Needs<br>Setting L&D program objectives                                                                                                                                                       | Readings: <ul style="list-style-type: none"><li>Moorby Ed. (1991). Getting specific –</li></ul>                                                                                                           |

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|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                   | <p>Identifying the training needed. In <i>How to succeed in employment development</i>. London: McGraw Hill,</p> <ul style="list-style-type: none"> <li>O'Connor, Bronner and Delaney. Training needs assessment. In <i>Training for organisations</i>. Cincinnati: South Western,</li> </ul>                                                                                                                              |
| <p>4<br/>5 &amp; 6<br/>7<br/>8 &amp; 9</p> | <p>Training Methodology</p> <ul style="list-style-type: none"> <li>Traditional Training Methodology</li> <li>Experiential Learning</li> <li>Computer and Web-based Training</li> <li>Innovative training methods</li> </ul>       | <p>Readings</p> <ul style="list-style-type: none"> <li>Blanchard, P. Nick &amp; Thacker, James W. (2004). Training methods. In <i>Effective training: Systems, strategies and practices</i>. Singapore: Pearson Education.</li> <li>Goldstein, Irwin L. &amp; Ford, J. Kevin, (2002), Training Delivery, In <i>Training in organizations</i>. CA: Wadsworth.</li> </ul>                                                    |
| 10 - 12                                    | <p>Designing L&amp;D Experiences</p> <ul style="list-style-type: none"> <li>Learning Principles</li> <li>Steps in Program Design</li> <li>Training aids and Room Layout</li> <li>Successful Administration of Programs</li> </ul> | <p>Readings</p> <ul style="list-style-type: none"> <li>Blanchard, P. Nick &amp; Thacker, James W. (2004). Training Design. In <i>Effective training: Systems, strategies and practices</i>. Singapore: Pearson Education.</li> <li>Kenney, J. &amp; Reid, M. (1986). Approaches to training interventions. In <i>Training interventions</i>, London: IPM.</li> </ul>                                                       |
| 13 & 14                                    | <p>Evaluating Effectiveness of L&amp;D</p> <ul style="list-style-type: none"> <li>Different levels of Training Evaluation</li> <li>Cost and Benefits of Training Transfer of Learning to the Workplace</li> </ul>                 | <p>Readings</p> <ul style="list-style-type: none"> <li>Kirkpatrick, Donald L. (1959). Techniques for evaluating training programs. <i>Journal of the ASTD</i>,</li> <li>Jackson, Terence. Calculating the benefits. In <i>Evaluation: Relating training to business performance</i>, London: Kogan Page.</li> <li>Wills, Mike. Learning transfer. In <i>Managing the training process</i>. London: McGraw Hill.</li> </ul> |
| 15-19                                      | Student-led training programs                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 20                                         | <p>L&amp;D for Continuous Development</p> <ul style="list-style-type: none"> <li>Sustaining Learning and Development</li> <li>The Learning Organization</li> </ul>                                                                | <p>Readings</p> <ul style="list-style-type: none"> <li>Noe, Raymond. (1999). Models of organizing the training department. In <i>Employee training and development</i>, London: McGraw-Hill.</li> <li>Shandler Donald. Training function to continuous learning organization: An obligatory movement. In <i>Reengineering the training function</i>. Florida: St. Lucie Press.</li> </ul>                                  |

The session plan may have to be modified depending on the number of students who enroll for the course and the groups that are formed. It is also open to modification as we proceed along the course and in case we feel the need for mid-course correction to enhance learning.

### REQUIRED TEXT:

There is no required text for this course. Articles from research/ professional journals and chapters from different books are assigned as required readings for the course as specified above. These will be circulated in soft or hard copy form to the students.

### EVALUATION:

- End Term 40%
- Mid term exam 20%
- Theoretical Paper\* 10%
- Student-led Training Program: @
  - o Group Component 10%
  - o Individual Component 10%
- Class Participation 10%

\*the *Theoretical Paper* is an individual assignment. The student will have to select a sub-area of Training and Development. He/she will have to identify at least 5 articles on the topic from the list of journals given below and write a paper on them. The paper has to summarize and synthesize the content of the 5 articles. Topics have to be cleared and registered with me before you can proceed with the assignment. No overlaps of topics are permitted. The deadline for the paper will be announced.

@The objective of the *Student-led Training Programs* is to give you hands-on experience in actually running a live training program. This is a group project and groups of 5-6 students will be formed in the class. Each group will have to identify a topic on which they will design and conduct a training program. The remaining students in the class will be the participants in the program. Student groups can also advertise their program and get more participants from the larger student community. The duration of each training program will be one 90 min class session. The session will have to be designed and conducted as an actual corporate training program.

### POTENTIAL SOURCES OF ARTICLES

Academy of Management Journal  
Harvard Business Review  
Human Relations  
Human Resource Management

Human Resource Planning  
Journal of Applied Psychology  
Journal of Management  
Journal of Occupational Behavior  
Organizational Behavior & Human Decision Processes  
Personnel Management  
Personnel  
Personnel Journal  
Personnel Administrator  
Personnel Psychology  
Public Personnel Management  
Training  
Training & Development *[Journal]*

Note: Use the electronic search resources available in the Library section of AIS to locate articles relevant to your topic.

### **ACADEMIC DISHONESTY:**

Please note that students involved in academic dishonesty will receive a ZERO grade on the particular component in which the infraction occurred.

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means. In an academic setting this may take any number of forms such as copying or use of unauthorized aids in tests, assignments, examinations, term papers, or cases; plagiarism; talking during in-class examinations; submission of work that is not your own without citation; submission of work generated for another course without prior clearance by the instructor of both courses; submission of work generated by another person; aiding and abetting another student's dishonesty; and giving false information for the purpose of gaining credits.

### **STUDENT CONSULTATION:**

I will be available in my office for any discussion/consultation on class days and as per need. You can email or call me to fix a suitable day and time. You will also have to be in touch with my secretary for various course requirements. Our contact information is given below.

Prof. Snigdha Pattnaik

Office: Room no. 246, 2<sup>nd</sup> floor, Main Admin. block; Extn: 820; email: [snigdha@ximb.ac.in](mailto:snigdha@ximb.ac.in)

Secretary: Mr. Sushant Mohanty

Office: 2<sup>nd</sup> floor, Main Admin. block; Extn: 821; email: [sushant@ximb.ac.in](mailto:sushant@ximb.ac.in)