



**INTERNATIONAL MANAGEMENT INSTITUTE, BHUBANESWAR**  
**Post Graduate Diploma in Management (PGDM)**  
**HR607: Training and Development**  
**CREDIT: Full (three credits)**  
**SESSION DURATION: 60 Minutes**

**TERM: VI**  
**ACADEMIC YEAR: 2020-2021**  
**BATCH: PGDM 2019-21**

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**Course Introduction:** With the emergence of new economic policy and restructuring of industry, Human Resource Development has become an important function. In the current competitive economy, those organizations that develop their employee's skills and knowledge will survive and progress. Training and development is one of the ways to achieve this objective. This course aims to help students acquire the knowledge required for identification of training needs, various training methodologies, training tools and evaluating the effectiveness of the training programmes. The emphasis would also be on the contemporary learning in the area.

**Learning Outcomes (LOs):**

Upon completion of this course, the students will be able to:

LO1: Demonstrate how HRD fits into the strategic planning process.

LO2: Show the important relationship between organizational development (OD) practitioners and trainers.

LO3: Identify the characteristics of training design that motivate learning and accommodate trainee differences

LO4: Describe the purpose of training need analysis (TNA) and list the steps in conducting TNA

LO5: Design a training programme and provide a step-by-step process for developing learning objectives.

LO6: Identify the help that supervisors, peers, and trainers can provide back on the job to assist in the transfer of training

LO7: Describe the purposes, procedures, strengths, and limitations of various training methods.

LO8: Describe the importance of evaluation and the interrelations among various levels of evaluation.

LO9: Describe what organizations are doing in the key areas of diversity training, sexual harassment Training and cross-cultural training and why this training is important.

**Course Pedagogy:** It will be a judicious mix of lectures, case analysis & discussion, article reviews, assignments & presentations by the students.

### Reference Texts

1. Blanchard, P.N., Thacker, J.W. & Anand Ram, V. (2015). *Effective Training: Systems, Strategies, and Practices, 5/e*. New Delhi: Pearson.
2. French, W., Bell, C. & Zawacki, R. (2006). *Organization Development and Transformation: Managing Effective Change, 6/e*. New Delhi: McGraw Hill.
3. Lynton, R. & Pareek, U (2011). *Training for development, 3/e*. New Delhi: Sage
4. Noe, R. A. (2010). *Employee Training and Development, 5/e*. New Delhi: McGraw Hill
5. Silberman, M. L. & Auerbach, C (2006). *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*. John Wiley & Sons Inc.

### Course Evaluation criteria

Component	Weight	LO Mapping
Quiz	30%	All LOs
Class Participation	10%	All LOs
Training Delivery and Presentation	20%	LO 4, 5, 6, 7
End-term	40%	LO 5, 6, 7, 8, 9
<b>Total</b>	<b>100%</b>	

### Plagiarism

We are committed to upholding the highest standards of academic integrity and honesty. Plagiarism is the use of or presentation of ideas, works that are not one's own and which are not common knowledge, without granting credit to the originator. You may refer the already available content just for your reference and to get the basic ideas. Only 20% of such content is acceptable, above that comes under the definition of Plagiarism which is unacceptable in IMI and will be treated seriously. All such cases will be referred to the appropriate body of the Institute for suitable disciplinary action.

## Session Plan

Session No.	Topic	Learning Outcomes	Reading
1-3	<b>Training in Organizations</b> <ul style="list-style-type: none"> <li>➤ Overview of Training</li> <li>➤ Training and Development</li> <li>➤ Rationale for training</li> <li>➤ Aligning Training with Business Strategy</li> <li>➤ Changing organizations and training</li> <li>➤ Opportunities and challenges in Training</li> </ul>	LO1	<ul style="list-style-type: none"> <li>➤ Blanchard, Thacker &amp; Ram, Ch 1</li> </ul> <b>Case</b> <ul style="list-style-type: none"> <li>➤ Taking Charge at Domtar: What it takes for a Turnaround. In Blanchard &amp; Thacker, 1-3</li> </ul>
4-7	<b>Organizational Development</b> <ul style="list-style-type: none"> <li>➤ Organization Development defined</li> <li>➤ OD and change management</li> <li>➤ Systems Thinking</li> <li>➤ OD Competencies</li> </ul>	LO2	<ul style="list-style-type: none"> <li>➤ French &amp; Bell, Reading 1 &amp; 2</li> </ul> <b>Article</b> <ul style="list-style-type: none"> <li>➤ Bernhard, H. B. &amp; Ingols, C. A. (1988) Six Lessons for Corporate Classroom. <i>Harvard Business Review</i>. Vol. 66 Issue 5, p 40-48</li> </ul>
8-11	<b>Motivation, Learning and Performance</b> <ul style="list-style-type: none"> <li>➤ Understanding Learning</li> <li>➤ Adult training</li> <li>➤ Factors affecting the learning process</li> <li>➤ Understanding Motivation and Performance</li> <li>➤ Kolb's experiential learning cycle</li> <li>➤ Honey and Mumford's learning styles</li> <li>➤ Aligning Training Design with Learning Process</li> </ul>	LO3	<ul style="list-style-type: none"> <li>➤ Blanchard, Thacker &amp; Ram, Ch 3</li> <li>➤ Sloman, Ch 3</li> </ul> <b>Cases</b> <ul style="list-style-type: none"> <li>➤ The Wilderness Training Lab. In Blanchard &amp; Thacker, 62-64</li> </ul>
12-14	<b>Assessment of Training Needs</b> <ul style="list-style-type: none"> <li>➤ Assessing training needs</li> <li>➤ The TNA model</li> <li>➤ Level of organizational need</li> <li>➤ Organizational analysis</li> <li>➤ Task analysis</li> <li>➤ Individual training needs analysis</li> </ul>	LO4	<ul style="list-style-type: none"> <li>➤ Blanchard, Thacker &amp; Ram, Ch 4</li> <li>➤ Sloman, Ch 4</li> <li>➤ Prokopenko, Ch 6</li> </ul> <b>Article:</b> <ul style="list-style-type: none"> <li>➤ Cekada, T. L. (2010). Training Needs Assessment: Understanding what employees need to know. <i>Professional Safety</i>. Vol. 55, No. 3, p. 28- 33.</li> </ul>

15-17	<b>Designing the Training Programme</b> <ul style="list-style-type: none"> <li>➤ Steps in Programme Design</li> <li>➤ Learning Objectives</li> <li>➤ Developing the training modules</li> <li>➤ Course contents</li> <li>➤ Training schedule</li> <li>➤ Time table</li> <li>➤ Targeted group and levels</li> </ul>	LO5	<ul style="list-style-type: none"> <li>➤ Blanchard, Thacker &amp; Ram, Ch 5</li> <li>➤ Lynton &amp; Pareek, Ch 6</li> <li>➤ Prokopenko, Ch 7</li> </ul>
18-20	<b>Transfer of Training</b> <ul style="list-style-type: none"> <li>➤ Applications of transfer of training theory</li> <li>➤ Work characteristics that influence transfer</li> <li>➤ Organizational environments that encourage transfer</li> </ul>	LO6	<ul style="list-style-type: none"> <li>➤ Noe, Ch 5</li> </ul>
21-23	<b>Training Methods</b> <ul style="list-style-type: none"> <li>➤ Passive and Active Training Methods</li> <li>➤ Advantages and disadvantages</li> <li>➤ Simulation methods</li> <li>➤ Case discussions</li> <li>➤ Role play</li> <li>➤ Management games</li> <li>➤ In basket exercises</li> </ul>	LO7	<ul style="list-style-type: none"> <li>➤ Blanchard, Thacker &amp; Ram, Ch 6 &amp; 7</li> <li>➤ Sloman, Ch 6 &amp; 7</li> </ul> <p><b>Article Review:</b></p> <ul style="list-style-type: none"> <li>➤ Bolander, W., Dugan, R. &amp; Satornino, C. (2017). Sales Training &amp; Development Reboot. TD, p. 48-53.</li> </ul>
24-27	<b>Evaluation of Training</b> <ul style="list-style-type: none"> <li>➤ Rationale for Evaluation</li> <li>➤ Resistance to Training Evaluation</li> <li>➤ Obtaining final question and concerns</li> <li>➤ Evaluating after training effectiveness</li> </ul>	LO8	<ul style="list-style-type: none"> <li>➤ Blanchard, Thacker &amp; Ram, Ch 9</li> </ul> <p><b>Article Review</b></p> <ul style="list-style-type: none"> <li>➤ Patterson, F (2003). A New Way to Evaluate Learning and Training. <i>KM Review</i>, Vol. 6 Issue 3, p20-23.</li> </ul>
28-30	<b>Key Areas of Organizational Training</b> <ul style="list-style-type: none"> <li>➤ Diversity Training</li> </ul>	LO9	<ul style="list-style-type: none"> <li>➤ Blanchard, Thacker &amp; Ram, Ch 10</li> </ul> <p><b>Case</b></p> <ul style="list-style-type: none"> <li>➤ All it takes is for good men to do nothing. In Blanchard &amp; Thacker, 432-</li> </ul>

	<ul style="list-style-type: none"><li>➤ Sexual Harassment Training</li><li>➤ Cross-cultural Training</li></ul>		433.  <b>Article Review</b> <ul style="list-style-type: none"><li>➤ Nancherla, A. (2008). Why diversity training doesn't work. T&amp;D, November, 52-58</li><li>➤ Thacker, R. (1992). Preventing sexual harassment in the workplace. Training &amp; Development, February, 50-53.</li></ul>
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