LEARNING, TRAINING AND DEVELOPMENT
23MBPE682

(COURSE HANDBOOK)

MBA

COURSE HEAD:

Assistant Professor Verina D'Souza

1. **GENERAL INFORMATION**

Welcome to Learning Training and Development!

In today's fast-evolving corporate world, continuous learning, effective training, and structured career development are essential for both individual and organizational success. Employees who undergo proper training and development not only enhance their skill sets but also contribute significantly to business growth. This course is designed for HR students to equip students with the theoretical foundations, practical applications, and strategic insights necessary for building a skilled workforce.

This course helps students gain the knowledge and skills required for a successful career in human resources, training, and management development. The course covers modern learning methodologies, virtual learning trends, and digital training tools used in organizations worldwide. It enhances understanding of real-world strategies to design and evaluate effective training programs. Students will be able to understand the role of training and development in achieving organizational objectives. Companies increasingly invest in learning and development—having expertise in this area enhances employability.

This course is ideal for students aspiring to become HR professionals, corporate trainers, learning and development specialists, or business leaders. By the end of the program, students will be well-equipped to design and implement training and career development programs that align with business goals. Upon completion of this course, students will gain a deeper understanding of how learning processes work, how training programs are designed and implemented, and how career development strategies impact professional growth. Whether you aspire to work in human resources, training and development, or leadership roles, this course provides the essential knowledge and tools required to excel in these fields.

1.1   Course Objectives

- Impart knowledge of various concepts and theories of Learning and development
- Acquaint various types of learning to match organization demands
- Familiarize with learning transfer strategies by comparing training and learning
- Impart insights into career planning and development programs.

1.2 Course Outcomes:

At the end of this course, students will be able to:

- Summarize key concepts in employee learning and development.
- Identify various types of training needs that align with organizational goals.
- Apply learning transfer strategies to implement effective training programs.
- Apply strategies for executive, management development, and career management.

1.3 Recommended Text Book and Reference text books.

> **Key Text Books**
> - Noe A Raymond "Employee Training & Development", 2nd edition, McGraw Hill Publication.2002.
> - Rebecca Page-Tickell "Learning and Development", Kogan 1ˢᵗ Edition, Page Publisher 2014

Reference Books:
- P Nick and Blanchard, "Effective Training", 7ᵗʰEdition, Sage Publications, 2023
- Dr. B. Janakiraman, Biztantra "Training & Development", 1ˢᵗRevised Edition, Wiley Dreamtech, 2007
- Amitabha Sengupta, "Human Resource Management, Concepts, Practices and New Paradigms", 1ˢᵗ Edition, Sage Publications, 2018.

Important webklinks:
- Training and Learning
  - https://www.youtube.com/watch?v=6SQOf3rFPK8
- Employees without development
  - https://www.youtube.com/watch?v=i-GMXULoglM

2. The Course
2.1. Course Description

LEARNING, TRAINING AND DEVELOPMENT			
Semester	**IV**	CIE Marks	**50**
Course Code	**23MBPE682**	SEE Marks	**50**
Teaching Hrs/Week (L:T:P)	**3:0:0**	Exam Hrs	**03**
Total Hrs	**42**	Credits	**03**

Learning, Training and Development course is designed to expose students to design and implement training and career development programs that align with business goals. The course is delivered over 13 weeks comprising 4 lectures a week during semester 4. This course comprehensively covers various learning and training methods and techniques to effectively learn the strategies to train the workforce. Spanning a total of 42 hours, this 3-credit course is assessed through Continuous Internal Evaluation (CIE) for 50 marks and a Semester-End Examination (SEE) for 50 marks. This structure ultimately helps students to gain in-depth knowledge of learning, training and development by understanding the key differences between them and enables them to thrive in the competitive professional world.

2.2. Initiating Contact with Staff and Other Students
The best ways for students to reach out are during in-class hours, office hours, or via email. Please also check the official website for information before contacting us. Additionally, we encourage you to engage with your peers for collaborative learning.

2.3. Resources

MITE offers a comprehensive range of resources, including digital libraries, e-learning platforms, and research databases, ensuring students have access to a wealth of academic materials for their studies. Through the college website, students can explore resources such as the VTU Consortium, open-access repositories, and government portals like NPTEL and NDLI. These platforms provide e-books, research papers, video lectures, and interactive tutorials, fostering flexible learning environments that empower students to excel in their academic pursuits.

E-learning and digital library can be accessed via the college website https://mite.ac.in/ (Campus Life section > Library > VTU Consortium/e-learning platforms/additional sources).

2.4. Staff

Course Convenor: Ms Verina D'Souza
Cabin: 3rd floor, PG Block
Email: verina@mite.ac.in;

2.5. Topics and Reading materials for each module

Module 1 *No. of Hours: 8*

- **Topic: Introduction to Learning:**
  Meaning and significance, the Learning Cycle, the forces influencing working and learning, classification of learning capabilities, learning theories, Reinforcement Theory, Social Learning Theory, Goal Theories, Expectancy Theory, Adult Learning Theory, pedagogy and andragogy; The Learning Process.
- **Activities:**
o Quiz on Jargons related to training

- *Essential Reading*
o Rebecca Page-Tickell "Learning and Development", Kogan 1st Edition, Page Publisher 2014.(Chapter 1 and 2).

- **Additional Reading:**
o Amitabha Sengupta, "Human Resource Management, Concepts, Practices and New Paradigms", 1st Edition, Sage Publications, 2018.(Chapter 5)

Module 2 *No. of Hours: 9*

- **Topic: Learning Methods**

o Developing Effective Online Learning, Blended Learning, Mobile Technology & Training Methods, Intelligent Tutoring Systems, Distance Learning, Meaning and significance of outward bound learning (OBL) method, process of OBL, risk, safety and ethical issues. Increased Use of New Technologies for Learning, Increased Demand for Learning for Virtual Work Arrangements, Forces influencing learning.

- **Activities:**
o Group Discussion on "The Effectiveness of Traditional vs. Modern Training Methods in Employee Development"
- **Essential Reading**
o Noe A Raymond "Employee Training & Development", 2nd edition, McGraw Hill Publication.2002.(Chapter 8)
- **Additional Reading:**
o P Nick and Blanchard, "Effective Training", 7thEdition, Sage Publications, 2023

  (Chapter 6)

- **Weblink:**

o The Practice of Learning and Development in Organizations
  https://www.researchgate.net/publication/339200211_The_Practice_of_Learning_an
  d_Development_in_Organizations

Module 3	*No. of Hours: 9*

- **Topic:** Introduction to training
  Nature, inputs in training and development, Designing effective training, Strategic training, characteristics influencing transfer of training,
  Training Needs Analysis: Meaning and significance of training needs, types of needs, components of needs, data collection, analysis and interpretation. Meaning and significance of training design and development, principles of training design, design process, identifying the training objectives, determining structure, content, duration, method, learning activities.
- **Activities:**
o Case study on Training methods
- **Essential Reading:**
o Noe A Raymond "Employee Training & Development", 2nd edition, McGraw Hill Publication.2002. (Chapter 3)
- **Additional Reading:**
  Ashwatappa, Resource Management Text and Cases,7e,Mc Graw Hill Education, (Chapter 8)

Module 4	*No. of Hours: 7*

- **Topic**: **Training methods, implementation and Evaluation**
  Training Methods: Presentation Methods, Hands-on Methods, Simulations, Group Building Methods, technology's Influence on training, Technology & Multimedia, Computer-Based Training, Meaning and significance of training implementation, skills of an effective trainer. Reasons for Evaluating Training and significance of training evaluation, Donald Kirkpatrick's Evaluation Model, Return on investment in Training, Types of evaluation designs.

- **Activity**
o Debate on Off the Job Vs On the Job Training
- **Essential Reading**:
o Noe A Raymond "Employee Training & Development", 2nd edition, McGraw Hill Publication.2002.(Chapter 6 & 7)
- **Additional Reading:**
o Ashwatappa,Human Resource Management-Texts and Cases,7e, McGraw Hill Publication.2013 (Chapter 8)

Module 5   *No. of Hours: 9*

- **Topic: Executive Management and Career Development**
    Need, factors affecting MDP, methods, process, administration, delivery, costing & pricing, Company Strategies for Providing Development, Increased use of partnership & Outsourcing training.
    Careers and Career Management: A Model of Career development (Career Stages), Career Management System.
- **Activities:**

o Innovations in Training and its impact on Productivity and retention:Model Presentation
- **Essential Reading:**
o Noe A Raymond "Employee Training & Development", 2nd edition, McGraw Hill Publication.2002.(Chapter 9 &10)
- **Additional Reading:**
o Amitabha Sengupta, "Human Resource Management, Concepts, Practices and New Paradigms", 1st Edition, Sage Publications, 2018.(Chapter 5)

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3. **ASSESSMENT**
    The assessment for the Compensation and Benefits Management is divided into two components: Continuous Internal Evaluation (CIE) and Semester End Examination (SEE), each accounting for 50% of the total marks.

    Continuous Internal Evaluation (CIE) consists of two internal tests, scheduled for the 8th and 14th weeks, which together account for 30% of the total marks. Additionally, the other 20% of the marks are allocated for other assessments within the CIE framework, including assignments and activities. Students are expected to meet deadlines and submit their assignments on time. Active participation is a key criterion for the activities segment.

    Semester End Examination (SEE) accounts for the remaining 50% of the total marks and consists of a 3-hour written exam. Key information on examination and related details can be accessed via the college website (Academics and Courses section > Calendar of Events > PG Even Sem)

Rubrics for Other Assessment (Total: 20 Marks / 40% of CIE)

Rubrics for Other Assessment		
	Total Marks allotted	**Criteria**
Assignment 1- Case study	10	o Logical Reasoning o Communication and Organisation of the case o Application of concepts o Innovative solutions
Activity 3 Innovations in Training and its impact on productivity and Retention- Model presentation	10	o Presentation of Content o Innovation and Creativity o Teamwork o Q & A