



ORIGINAL COURSE IMPLEMENTATION DATE: September 2020  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> BUS 416	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Training and Development <b>Course Short Title:</b> Training & Development											
<b>Faculty:</b> Faculty of Business and Computing	<b>Department/School:</b> School of Business										
<b>Calendar Description:</b> Training and development are essential to the success of organizations and the growth of employees. This course reviews foundational training and development concepts and examines how modern Canadian practices, global perspectives, and Indigenous approaches to learning shape inclusive and effective employee development systems.											
<b>Prerequisites (or NONE):</b>	45 university-level credits or 30 university-level credits including BUS 201.										
<b>Corequisites (if applicable, or NONE):</b>	None.										
<b>Pre/corequisites (if applicable, or NONE):</b>	None.										
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>25</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">39</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">6</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	39	Tutorials/workshops	6					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course. Instructor to assess when requested.
Lecture/seminar	39										
Tutorials/workshops	6										
<b>Total hours</b>	<b>45</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> October 29, 2025										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> December 5, 2025										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> April 24, 2026										

**Learning Outcomes**

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

1. Evaluate foundational training principles and current trends in Canada, including digital learning and hybrid work.
2. Assess the instructional systems design model.
3. Apply learning styles and motivational theory.
4. Conduct a needs assessment to analyze training needs.
5. Analyze off-the-job training methods and on-the-job training methods.
6. Examine global and intercultural approaches to training and development.
7. Evaluate the effectiveness of training programs.
8. Integrate Indigenous principles to design inclusive, community-based training strategies.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Quizzes/tests/midterm:	20%	Project:	20%	Assignments:	35%
Final exam:	25%		%		%

**Details:** Midterm is 20%. Assignments include in-class activity (15%), individual work (10%), and class contribution (10%).

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lecture, discussion, case study, online learning, student presentations, group projects, and experiential exercises

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

Type	Author or description	Title and publication/access details	Year
1. Book	Saks, A., Haccoun, R	Managing Performance through Training & Development	Current
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Course Content and Topics**

## Module 1: Introduction and Organizational Learning

- Aligning organizational objectives with training and development activities
- The training and development process; the instructional systems design model
- Reviewing foundational training and development concepts
- Organizational learning; knowledge management practices
- Global perspectives on workforce learning and digital training ecosystems

## Module 2: Learning and Motivation

- Learning styles and theories of motivation

## Module 3: The Needs Analysis Process

- Training needs analysis process
- Midterm Exam (LO 1-3)

## Module 4: Training Design and Methods

- Training design and training methods
- Off-the-job training methods (audio-visual, case study, case incident, behaviour modeling, role play, games, simulations)
- On-the-job training methods (job instruction, performance aids, job rotation, apprenticeship, coaching, mentoring)
- Technology-based training methods
- Cross-cultural approaches to training design and delivery
- Student presentations (LO4)
- Learning exercise (LO 1-4)

## Module 5: Training Delivery

- Training implementation and lesson plan
- Gagne's 9 events of instruction

- Training delivery problems
- Transfer of training process
- Indigenous approaches to experiential and community-based learning
- Student presentations (LO 5-6)

Module 6: Training Program Evaluation

- Training evaluation and variables
- Written assignment (LO 5-6)

Module 7: Experiential Learning as Applied to Training and Development

- Group Project (LO 1-8)
- Class Participation (LO 1-8)
- Final Comprehensive Exam (LO 1-8)