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| Course ID: | Course Title: | Winter 2023 |
| BUS 431 | Learning & Performance Management | Prerequisite: BUS 250 |
| | | Credits: 3 |

| Class Information | | Instructor Information | | Important Dates | |
|----------------------|------------------|--------------------------|--|--|----------------|
| Delivery: | In Class | Instructor: | Cindy Karikari, MBA, PhD Candidate | First Day of Class: | Jan. 9, 2023 |
| Day(s): | Tues & Thurs | Email: | Cindy.Karikari@ambrose.edu | Last Day to Add/Drop: | Jan. 22, 2023 |
| Time: | 16:00 – 17:15 | Phone: | +1 (403) 410-2000 | Last Day to Withdraw: | March 31, 2023 |
| Room: | RE110 | Office: | L2052 | Last Day to Apply for Coursework Extension: | April 3, 2023 |
| Lab/Tutorial: | n/a | Office Hours: | Tues & Thurs 11:00 am – 1:00 pm or by appointment | Last Day of Class: | Apr 14 |
| Final Exam: | | | | | |

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course builds upon BUS 330 Human Resource Management and focuses on how organizations create and operate performance management systems, as well as meet their organizational learning and development needs. It presents an overview of current issues in the field, such as performance assessment for individuals and teams, needs analysis, rewards and motivation, training program design, talent management, and organizational learning.

Expected Learning Outcomes

- (1) Master the basic foundations of motivation and performance management;
- (2) Understand and evaluate the impact of organizational strategy, systems, practices, and other factors on individual and group performance;
- (3) Understand and be able to apply various techniques of performance planning, performance assessment, giving and receiving feedback, motivating, and training & development; and,

(4) Understand and evaluate the primary training and development methods used in organizations and their role in the performance management process

Textbook

Employee Training and Development
Raymond A. Noe, 8e

Link for Textbook & Connect: <https://connect.mheducation.com/class/c-karikari-bus-431-learning--performance-management>

Course Schedule

| WEEK | TEXT REFERENCE/ASSIGNMENTS/ASSESSMENTS | DATE COVERED/DUE |
|----------------------|--|--|
| 1 Jan 9 – Jan 15 | Chapter 1: Introduction to Employee Training and Development Research Workshop: Papers | Read articles posted in Moodle |
| 2 Jan 16 – Jan 22 | Chapter 2: Strategic Training Research Workshop: Papers | Read articles posted in Moodle Discussion Posts (#1) |
| 3 Jan 23 – Jan 29 | Chapter 3: Needs Assessment Research Workshop: Papers Program Day January 26th - No Class | Discussion Posts (#2) |
| 4 Jan 30 – Feb 5 | Chapter 3: Needs Assessment (Guest Speaker) Research Workshop: Papers | Abstract Due Feb 3 @ 11:59 pm |
| 5 Feb 6 – Feb 12 | Chapter 4: Learning and Transfer of Training Research Workshop: Papers | Discussion Posts (#3) |
| 6 Feb 13 – Feb 19 | Chapter 5: Program Design Research Workshop: Papers | Draft Paper Due Feb 17 @ 11:59 pm |
| 7 Feb 20 – Feb 26 | Reading Week February 21 - 25 – No Classes | |
| 8 Feb 27– Mar 5 | Chapter 6: Training Evaluation Research Workshop: Papers | Discussion Posts (#4) |
| 9 Mar 6 – Mar 12 | Chapter 7: Traditional Training Method | Draft Paper 2 Due Mar 10 @ 11:59 pm |

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| | Research Workshop: Papers | |
| 10 Mar 13 – Mar 19 | Chapter 8: Technology-Based Training Methods Research Workshop: Papers | Paper Due Mar 17 @ 11:59 pm |
| 11 Mar 20 – Mar 26 | Chapter 9: Employee Development and Career Management Paper Presentation (PPT Review) | Discussion Posts (#5) |
| 12 Mar 27 – Apr 2 | Paper Presentation Mar 29 – Ambrose Research Conference, no class | Discussion Posts (#6) |
| 13 Apr 3 – Apr 9 | Chapter 10: Social Responsibility: Legal Issues, Managing Diversity, and Career Challenges Good Friday, no class | Discussion Posts (#7) |
| 14 Apr 10 – Apr 16 | Chapter 11: The Future of Training and Development Apr 14 – last day of class | Discussion Posts (#8) |
| 15 Apr 17 – Apr 23 | Exam Dates April 17-23 (No exam and no classes) | |

Requirements:

Course grading and evaluation will be conducted according to the following:

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|-------------------------------|-----|
| Class Participation | 15% |
| Abstract | 10% |
| Discussion Board Postings (8) | 20% |
| Paper Draft 1 and 2 | 15% |
| Research Paper | 30% |
| Paper Presentation | 10% |

Attendance:

Attendance is very important for the class, you cannot participate if you are not there. Simple attendance constitutes a C level of participation. Coming to class having completed the assigned homework AND contributing to the discussion are what constitute active participation. If you miss a class due to illness you will be responsible to get the information that you missed from another class member. The Participation Mark Distribution Scale is attached at the end of the syllabus.

Grade Summary:

The available letters for course grades are as follows:

| Grade | Interpretation | Grade Points |
|-------|----------------|--------------|
|-------|----------------|--------------|

| | | |
|----|--------------|-----------------|
| A+ | Excellent | 4.00 |
| A | | 4.00 |
| A- | | 3.70 |
| B+ | Good | 3.30 |
| B | | 3.00 |
| B- | | 2.70 |
| C+ | Satisfactory | 2.30 |
| C | | 2.00 |
| C- | | 1.70 |
| D+ | Poor | 1.30 |
| D | Minimal Pass | 1.0 |
| F | Failure | 0.00 |
| P | Pass | No Grade Points |

This grade conversion table

| Letter | Percentage | Grade Points |
|--------|------------|-----------------|
| A+ | 95-100 | 4.00 |
| A | 90-94 | 4.00 |
| A- | 85-89 | 3.70 |
| B+ | 80-84 | 3.30 |
| B | 75-79 | 3.00 |
| B- | 70-74 | 2.70 |
| C+ | 67-69 | 2.30 |
| C | 64-66 | 2.00 |
| C- | 60-63 | 1.70 |
| D+ | 57-59 | 1.30 |
| D | 50-56 | 1.0 |
| F | 0-49 | 0.00 |
| P | Pass | No Grade Points |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Grading Rubric – Class Participation/Attendance

| Rubric Criteria (weight) | Excelling (85%–100%) | Accomplished (72%–84%) | Developing (60%–71%) | Beginning (0–59%) |
|--|---|---|---|---|
| Attendance (25%) (Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games) | Attends all classes or misses one class (100%) Misses two classes (90%) | Misses three classes (80%) | Misses four classes (70%) Misses five classes (60%) | Misses six or more classes (0%) |
| Group Discussions and Contribution Quality (75%) Quality (depending upon context) is exemplified, but not limited to, the following pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective. | Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality. | Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality. | Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality. | Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality. |

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 **TF** 800-461-1222
 info@ambrose.edu
ambrose.edu

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.