
Jindal Global Business School
Course Outline

Course Title	Capability Building through Learning & Development
Core or Elective	Elective
Program and Batch	MBA 2025/IBM 22/IBM 23
Semester & Academic Year	Fall 2025
Credits	1.5
Discipline/Area	OB-HR
Provide details, if this course is a Prerequisite for any course/specialization	-
Name of the Faculty Member/Course Instructor	Chandraketan Sahu
Contact Details of the Faculty Member	Chandraketan.sahu@jgu.edu.in
Contact Details of Support Staff	-
Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

Efficient and effective management of an organization's people capabilities is the primary source of its competitiveness and sustainability. Furthermore, the dynamic and largely uncontrollable nature of global, political, social, economic, technological, and organizational forces requires the on-going strategic development of the capabilities of an organization's employees for its survival. Therefore, focused, outcome-driven development is critically related to the traditional major goals of HRM: to acquire, develop and maintain an organization's human capital. It is also a direct strategic driver of organizational planning and success. The learning and development function provides an organization with the competitive advantage it needs. The focus of organisation is on developing the most superior workforce so that the organization and individual employees can accomplish not only their current objectives but are also able to foresee and fill the gap predicted

in terms of skills and capabilities . The purpose of this course is to provide the students an insight into building capabilities in organizations through learning and development function.

Course Learning Objectives

CLO 1: To enable the students to understand the concepts, principles, and processes of developing capabilities with a special emphasis on learning and development(L&D)

CLO 2:Conduct a needs assessment to determine the training needs of the organization

CLO 3: Use the ADDIE method of instructional design to design training that meets the organization's strategic goals.

CLO 4: Develop and conduct a training program.

CLO 5 :Evaluate the training program in light of the training objectives established in the needs assessment process and the strategic goals of the organization.

CLO 6: Analyze the organization's return on investment for the completed training program.

Program Competency Goals - MBA

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future business technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues

		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO-10,11,14	PCG-4	A2, A4
PLO-11,12,13,16	PCG-4,5	A1, A2, A4
PLO-7,8,9,10,12	PCG-3,4	A1, A4

PLO-7,8,9,13,15,16	PCG-3 ,4,5	A1, A2
PLO-11,12,13 ,14	PCG-4	A1, A3
PLO-11,12,13	PCG-4	A1, A4

****Will be shared with students in a different document**

Teaching Method

The course will have a judicious mix of lectures, cases and group exercises. Here the onus of learning will be with the student and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomenon where a particular issue or set of issues arises and good and bad practices are seen. The key to learning this way is to see many examples and many situations and learning inductively from the different experiences of student managers.

Also, the course’s objective is to prepare you to take on L&D assignments in your prospective organizations, therefore the course will involve a lot of hands-on exercises/ activities based on scenarios given by the faculty.

Evaluation Schema

The course grade will be determined on the basis of

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Group Project	30%	Group Assignment	Week 3	PLO-7,8,9,10,11,12,13,14,15,16
			Week 5	
			Week 7	
A2. Class Participation	10%	Individual	Week 1- Week 8	PLO-7,8,9,10,12,13,14,16
A3. Individual Assignment Presentation	30%	Individual	Week 5	PLO-11,13
A4. End Term	30%	Individual	After Week 8	PLO-7,8,9,10,11,12,13,14

**The evaluation schema would remain the same for both online as well as off-line mode.*

Description of Assessments:

Group Project

In this course you will be working with a group of three to four students to develop and present a training module to your classmates. Groups will be formed within the first week of class, and

your first assignment will be to select a business organization for your project. Assume that you are independent training consultants and the organization contacted you to conduct an assessment of its training needs and to design and provide the necessary training to its employees. Submit the names of your team members and the name of your organization as indicated by your instructor.

The assignments would have deliverables at the end of each session and the groups would be allotted different sessions to present periodically during the course.

Presentations/Posters/Role Plays

The presenting group needs to prepare a presentation for the allotted assignment and present. The rubric for the same is provided below:

Facilitator/instructor (50%)		Exceeding	Meeting	Insufficient
Content	20%	Extremely relevant content and beyond what is taught is class	Content in line with what is taught is class	Content less than sufficient
Evidence for arguments	20%	Different aspects connected to make very convincing arguments	Different aspects connected to make good arguments	Arguments not well made
Group dynamics	20%	Excellent team camaraderie	All team members contributed	Unsatisfactory teamwork
Presentation	20%	Excellent storytelling and presentation	Good storytelling and presentation	Unsatisfactory storytelling and presentation
Use of technology platform	20%	Excellent demonstration and utility of the platform in creating the module	Average demonstration and utility of the platform in creating the module	Unsatisfactory demonstration and utility of the platform in creating the module

Current Event Assignment

You are expected to be "current" on how the issues in this course are "played-out" in actual organizations. Therefore, you are expected to be familiar with current business news. You will find that the material in the text will make better sense to you when you are able to frame it in a richer organizational context. You will have to work on the “current event assignment” on certain topics in L&D. For each of these assignments, read the current business press (e.g., Economic Times, Business Standard, The Hindu Business Line etc.) and identify an article

(published between 2017- 2020) with relevance to L&D that we have covered/will be covering in class. The student will make a short presentation based on the same. The rubric for this is provided below:

	Exceeding	Meeting	Insufficient
Depth of reflection	Demonstrates a conscious and thorough understanding of the subject matter	Demonstrates a basic understanding of the subject matter	Demonstrates little or no understanding of the subject matter
Ability to connect the concepts taught in the class with the trends/events	Different aspects connected to make very convincing arguments	Different aspects connected to make good arguments	Arguments not well made
Language skills	Use language that is precise and engaging with awareness of audience and varied sentence structure	Use basic but appropriate language with attempts to use varied sentence structure	Use language that is unsuitable for the audience and purpose and with no awareness of sentence structure

Class Participation

Meaningful contribution to Class Discussions

	15-20 points	10-15 points	5-10 points	Below 5
Frequency and Quality of contribution/participation	<i>Always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives</i>	<i>sometimes contributes to the discussion in the aforementioned ways.</i>	<i>rarely contributes to the discussion in the aforementioned ways.</i>	<i>never contributes to the discussion in the aforementioned ways.</i>

Text Book / Course Package / Other Readings

The required text book for the course **Employee Training & Development** by **Raymond Noe, Seventh Edition**, McGraw-Hill . Chapters from this book would be assigned as required readings in the class schedule below. I will assume that you have read those when you come to the class. The lectures will take the book material as a starting point and probe deeper into the issues- it will not regurgitate the book material. If something in the book is not clear to you, please don't hesitate to ask.

Cases and any other reading material assigned for reading will be provided to you in a course pack and will be uploaded in the e-learning platform.

Supplementary Text:

Silberman, M. (4th edition) Active training: A handbook of techniques, designs, case examples, and tips. San Francisco: Pfeiffer/John Wiley & Sons, Inc.

You are also strongly advised to visit the following Professional Organizations' Website:

The Society for Human Resource Management: www.shrm.org

The Society for Industrial and Organizational Psychology: www.siop.org

Academy of Human Resource Development: www.ahrd.org

The Society for Organizational Learning: www.solonline.org

Association for Talent & Development (the old "ASTD"): www.atd.org

International Society for Performance Improvement: www.ispi.or

Table 6: Guest Lectures

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Chandraketan Sahu	NA	Week 8

Session Plan

Session Details		PLO Mapping
Week 1a & b	Introduction to Capability Building	PLO-10,11,14
Objective of the session/s	<ul style="list-style-type: none"> To understand, at the end of the session, the concept of capability building and its relevance in the dynamic world. You would also be able to understand the inclusion and integral role of capability building in strategic planning in organizations. understand the importance of learning and development to build capability. Also, you will be able to comprehend the basics of the learning and development function in an organization. 	
Subtopics	<ul style="list-style-type: none"> Concept of capability building Importance of learning and development 	
Readings	<ul style="list-style-type: none"> Norm Smallwood & Dave Ulrich: “Capitalizing on Capabilities” (HBR,2004) “Building Capabilities for Transformation That Lasts”:BCG,2016 https://www.bcg.com/publications/2016/transformation-people-organization-building-capabilities-transformation-that-lasts.aspx “Building capabilities for performance”: McKinsey,2015 Ron Ashkenas & Logan Chandler : “Your Strategy Won’t Work If You Don’t Identify the New Capabilities You Need”(HBR,2017). Michael Mankins: “How Leading Companies Build the Workforces They Need to Stay Ahead”: HBR,2017 <p>Chapter 1&2 of Noe</p>	
Case Title and Number	NA	
Pedagogy	Participative discussion, article and news articles discussion.	

Week 2a & b	L&D Needs Identification	PLO- 11,12,13,16
Objective of the session/s	<ul style="list-style-type: none"> • Explain the training needs created by business strategies. • Distinguish between needs assessment and needs analysis. • Identify the purposes of needs assessment and needs analysis. • Identify data collection methods. • Conduct a needs assessment. • Determine from assessment whether training is the best solution to the problem. 	
Subtopics	<ul style="list-style-type: none"> • Needs assessment and needs analysis • Data collection method • Conducting a need assessment exercise 	
Readings	Chapter 3 & 4 of Noe	
Case Title and Number	NA	
Pedagogy	Class discussion, class exercise & presentation	
Week 3a, 3b	Training Design & Evaluating Trainings	PLO- 7,8,9,10,12
Objective of the session	<ul style="list-style-type: none"> • Develop training content following instructional system design. • Develop training content to accomplish the learning objectives. • Scope and sequence content according to the objectives. • Describe various logical sequencing techniques. • Develop a lesson plan. • Create appropriate visual aids for presentations. • Define andragogy. • Define learning as a change in behaviour or cognitive process. • Describe characteristics of adult learners. • Describe principles of adult learning. 	

	<ul style="list-style-type: none"> • Apply principles of adult learning to training. • Incorporate learning styles into training activities. 	
Subtopics	<ul style="list-style-type: none"> • Develop training content • Logical sequencing techniques • Develop a lesson plan • Effective use of AV • Andragogy • Characteristics of adult learners • Principles of adult learning • Learning styles 	
Readings	<ul style="list-style-type: none"> • Parts of Chapter 5, 6, • https://www.mckinsey.com/business-functions/organization/our-insights/are-we-long-or-short-on-talent# • https://www2.deloitte.com/us/en/insights/focus/human-capital-trends/2019/talent-acquisition-trends-strategies.html 	
Case Title and Number	Case: Improving Customer Service in Sunpharma Pharmacies (HBR Case, Product #: NA0207-PDF-ENG).	
Pedagogy	Class discussion, Class exercise, & Presentation	
Week 4a & b	Training Methods, Experiential Learning and Technology in Training	PLO-7,8,9,13,15,
Objective of the session	<ul style="list-style-type: none"> • Describe the experiential learning cycle. • Apply the experiential learning cycle in an activity. • Apply learning criteria in choosing teaching methods and activities. • Identify and use elements of effective e-learning. • Choose appropriate methods and activities for training 	16
Subtopics	<ul style="list-style-type: none"> • Experiential learning cycle • Learning criteria in choosing teaching methods • Elements of effective learning • Activities for training 	

Readings	Noe: Chapters 7 and 8.	
Case Title and Number	1. Leadership Development at Goldman Sachs: Harvard Business School Case 406-002, 2. Sales Force Training at Arrow Electronics: HBS Case	
Pedagogy	Case analysis, Class discussion, & Presentation	
Week 5a	Transfer of Training	PLO-
Objective of the session	<ul style="list-style-type: none"> • Define transfer of training and the primary theories of transfer. • Discuss the role and importance of transfer in evaluating training outcomes. • Discuss three factors that affect transfer and learner performance. • Discuss how transfer can be supported before, during and after training. • Identify key stakeholders to support transfer strategies. 	7,8,9,13,15, 16
Subtopics	<ul style="list-style-type: none"> • Transfer of training • Primary theories of transfer • Factors affecting transfer and learner process • Key stakeholders in transfer strategies 	
Readings	<ul style="list-style-type: none"> • Noe: Chapter 5. • SHRM learning module Transfer of Training by Holly Hutchins, Ph.D., and Lisa A. Burke, Ph.D., SPHR. To access this module, go to www.shrm.org/education/hrededucation/pages/cases.aspx. Scroll down the page and click on “Transfer of Training.” 	
Case Title and Number	NA	
Pedagogy	Class discussion, & Presentation & Role play exercises	
Week 5b	Implementing Training and Presentation Skills	PLO-
Objective of the session	<ul style="list-style-type: none"> • Identify key tasks that are done to prepare for training. • Determine appropriate room layout for training. • Prepare a program outline. • Create an effective PowerPoint presentation. • Conduct an effective training presentation. 	7,8,9,13,15, 16
Subtopics	<ul style="list-style-type: none"> • Key tasks for preparation of training • Program outline • Creating an effective training presentation 	

Readings	<ul style="list-style-type: none"> • Silberman: Chapters 11, 12, 13, 14 and 15. • For tips and techniques for effective presentations, see: www.presentationkills.info/presentationkills.htm 	
Case Title and Number	NA	
Pedagogy	Discussion, lecture & Presentation	
Week 6 a & b	Evaluation and Return on Investment	PLO-11,12,13,14
Objective of the session	<ul style="list-style-type: none"> • Determine the benefits of a training program. • Calculate benefit-cost ratio. • Calculate return on investment (ROI). • Identify when ROI evaluation is not appropriate. • Use other methods to verify training value when ROI is not appropriate. 	
Subtopics	<ul style="list-style-type: none"> • Benefits of training program • Calculate benefits-cost ratio • Calculate ROI • Other methods of evaluating training 	
Readings	<ul style="list-style-type: none"> • Noe: Chapter 6. • Web sites with more information on Kirkpatrick's evaluation model: Businessballs.com: www.businessballs.com/kirkpatricklearningevaluationmodel.htm • The University of Georgia: http://fsjones.myweb.uga.edu/evaluation/index.html • Don Clark.com: www.nwlink.com/~donclark/hrd/sat6.html 	
Case Title and Number	NA	
Pedagogy	Class participation, & discussion	

Week 7 and Week 8	Guest Lecture & Individual Assignment Presentations Group Assignment Evaluations	PLO- 11,12,13 ,14
	Speaker: TBA	

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in