



**JINDAL GLOBAL  
BUSINESS SCHOOL**  
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*  
**NAAC Accreditation - 'A' Grade**

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Jindal Global Business School  
*Course Outline*

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Course Title	Capability Building through Learning & Development
Core or Elective	Elective
Program and Batch	MBA 2025/IBM 21/IBM 22
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	OB-HR
Name of the Faculty Member/Course Instructor	Chandraketan Sahu
Contact Details of the Faculty Member	<a href="mailto:Chandraketan.sahu@jgu.edu.in">Chandraketan.sahu@jgu.edu.in</a>
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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

At the end of the course, students should be able to

1. 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).
2. CLO 2:Conduct a needs assessment to determine the training needs of the organization.
3. CLO 3: Use the ADDIE method of instructional design to design training that meets the organization's strategic goals.
4. CLO 4: Develop and conduct a training program.
5. 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.
6. CLO 6: Analyze the organization's return on investment for the completed training program.

## Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies 2. Understand future technologies in business domain
2	<b>Responsible Global Citizenship:</b> 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	<b>Effective communication:</b> 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	<b>Critical Thinking:</b> 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	<b>Leadership:</b> 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

### 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	30%	Individual	Week 5	PLO-11,13

Assignment Presentation				
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:**

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**A1 - 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

## A2 Class Participation

### Meaningful contribution to Class Discussions

	<b>7.5-10 points</b>	<b>5-7.5 points</b>	<b>2.5 - 5 points</b>	<b>Below 2.5</b>
<b>Frequency</b> <b>and</b> <b>Quality</b> of contribution/participation	<i>Always contributes</i> 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>sometimes contributes</i> to the discussion in the aforementioned ways.	<i>rarely contributes</i> to the discussion in the aforementioned ways.	<i>never contributes</i> to the discussion in the aforementioned ways.

## A3 – Individual Assignment Presentation

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, The-Ken, The Morning Context etc.) and identify 10 articles (published between 2020 - 2025) 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:

	<b>Exceeding</b>	<b>Meeting</b>	<b>Insufficient</b>
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	Different aspects connected to make very	Different aspects connected to make	Arguments not well made

concepts taught in the class with the trends/events	convincing arguments	good arguments	
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

**A4 End term examination-** The end term examination will be of 30 marks for 1.5 hours. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

### Rubrics for Assessments

### 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.

### Textbook / Other Readings

**Textbook:** 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 shared with you on email.

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

The Society for Human Resource Management: [www.shrm.org](http://www.shrm.org)

The Society for Industrial and Organizational Psychology: [www.siop.org](http://www.siop.org)

Academy of Human Resource Development: [www.ahrd.org](http://www.ahrd.org)  
The Society for Organizational Learning: [www.solonline.org](http://www.solonline.org)  
Association for Talent & Development (the old “ASTD”): [www.atd.org](http://www.atd.org)  
International Society for Performance Improvement: [www.ispi.or](http://www.ispi.or)

### Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1</b>		10,11,14
Objective of the session	Understand capability building and its strategic relevance	
Subtopics to be covered	Concept of capability building; Importance of L&D	
Readings	Ulrich & Smallwood (HBR, 2004); BCG (2016); McKinsey (2015); Noe Ch. 1–2	
Case Title & Number	NA	
Pedagogy	Participative discussion	
<b>Session 2</b>		10,11,12,13
Objective of the session	Link capability building with strategy and workforce planning	
Subtopics to be covered	Capability-driven strategy; Workforce capability alignment	
Readings	Ashkenas & Chandler (HBR, 2017); Mankins (HBR, 2017)	
Case Title & Number	NA	
Pedagogy	Participative discussion	
<b>Session 3</b>		10,11,12
Objective of the session	Understand needs assessment and analysis	
Subtopics to be covered	Needs assessment; Needs analysis; Purpose of needs identification	
Readings	Noe Ch. 3–4	
Case Title & Number	NA	
Pedagogy	Participative discussion	
<b>Session 4</b>		10,11,12,15
Objective of the session	Conduct needs assessment in practice	
Subtopics to be covered	Data collection methods; Needs assessment exercise	
Readings	Noe Ch. 3–4	
Case Title & Number	NA	
Pedagogy	Participative discussion	
<b>Session 5</b>		10,11,12,13
Objective of the session	Design training content systematically	
Subtopics to be covered	Instructional design; Logical sequencing techniques	

Readings	Noe Ch. 5–6	
Case Title & Number	Sunpharma Case (HBR)	
Pedagogy	Participative discussion	
<b>Session 6</b>		
Objective of the session	Develop lesson plans and incorporate adult learning principles	8,11,12,13
Subtopics to be covered	Lesson planning; AV aids; Andragogy; Learning styles	
Readings	McKinsey & Deloitte reports	
Case Title & Number	Sunpharma Case (HBR)	
Pedagogy	Participative discussion	
<b>Session 7</b>		
Objective of the session	Apply principles of adult learning in training design	11,12,14
Subtopics to be covered	Characteristics of adult learners; Principles of learning	
Readings	Noe (relevant sections)	
Case Title & Number	NA	
Pedagogy	Participative discussion	
<b>Session 8</b>		
Objective of the session	Understand training methods and experiential learning	11,12,15,16
Subtopics to be covered	Experiential learning cycle; Training methods	
Readings	Noe Ch. 7–8	
Case Title & Number	Goldman Sachs (HBS 406-002)	
Pedagogy	Participative discussion	
<b>Session 9</b>		
Objective of the session	Leverage technology and e-learning in training	9,11,12,16
Subtopics to be covered	E-learning elements; Training activities	
Readings	Noe Ch. 7–8	
Case Title & Number	Arrow Electronics (HBS)	
Pedagogy	Participative discussion	
<b>Session 10</b>		
Objective of the session	Understand transfer of training and its mechanisms	10,11,12,13
Subtopics to be covered	Theories of transfer; Factors affecting transfer; Stakeholders	
Readings	Noe Ch. 5; SHRM Module	
Case Title & Number	NA	
Pedagogy	Participative discussion	

<b>Session 11</b>		7,8,9,15,16
Objective of the session	Implement training and develop presentation skills	
Subtopics to be covered	Training preparation; Program design; Presentation skills	
Readings	Silberman Ch. 11–15	
Case Title & Number	NA	
Pedagogy	Participative discussion	
<b>Session 12</b>		11,12,13,14
Objective of the session	Evaluate training effectiveness and ROI	
Subtopics to be covered	Benefits of training; ROI; Alternative evaluation methods	
Readings	Noe Ch. 6; Kirkpatrick resources	
Case Title & Number	NA	
Pedagogy	Participative discussion	
<b>Session 13</b>		
Objective of the session	Guest Lecture	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
<b>Session 14</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
<b>Session 15</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

\*Elective Endterm Examinations may take place in the last week of classes.

## **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 wellbeing. 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](mailto:disabilitysupportcommittee@jgu.edu.in)

Disclaimer: This course outline including assessments, sessions and/or readings may be revised during the semester if such need arises.