



**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

Jindal Global Business School
Course Outline

Course Title	Training and Development
Core or Elective	Elective
Program and Batch	BBA, BBA-BA, BBA-FB, BBA-FM
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Organizational Behavior & Human Resource Management
Name of the Faculty Member/Course Instructor	Dr. Karthik Bhuvanagiri, Dr. Meghna Sethi
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Faculty Member's Open Office Day/s & Time	TBA

Introduction to the Course

Training and Development is a **continuous assessment** elective course designed for final-year BBA students seeking to understand how organizations build human capability through structured learning interventions. Moving through the full lifecycle of a training function, students will diagnose learning needs, design interventions, facilitate sessions, and evaluate impact. The course takes a decidedly applied approach, grounded in theory but oriented toward practice.

Course Learning Objectives

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

1. CLO1-Conduct a structured learning needs analysis to diagnose performance problems and recommend appropriate training interventions.
2. CLO2- Design training programs using instructional design frameworks and adult learning principles.
3. CLO3- Facilitate engaging learning sessions using core facilitation skills.
4. CLO4- Apply learning journey designs to build sustained organizational learning experiences.
5. CLO5- Evaluate training effectiveness and calculate ROI using established measurement frameworks.

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues
		2. Understand global business issues
		3. Demonstrate sensitivity towards ethical issues
		4. Demonstrate sensitivity towards social issues
2	Effective communication: Ability to effectively exchange ideas and information	5. Present their ideas with clarity
		6. Write in a coherent manner
		7. Use technology for communication
3	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems
		9. Examine information from different sources
		10. Draw inferences from analysis
4	Teamwork: Ability to work and contribute effectively in group-settings	11. Understand the factors to work effectively in groups
		12. 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 1,2	PCG 1	A6, A8
PLO 5, 6	PCG 2	A1, A5
PLO 7	PCG 2	A1, A3, A8
PLO 8, 9, 10	PCG 3	A1, A2, A3, A4, A6, A7, A9
PLO 11, 12	PCG 4	A2, A3, A4, A6, A7, A8

Evaluation Schema: The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	Continuous Assessment	PLO 7, 8, 9, 10, 11, 12
A2: Learning Needs Analysis	10%	Group (graded individually)	Week 3	PLO 10, 11, 12, 13, 14
A3: Storyboarding	5%	Team (2 members; graded individually)	Week 4/5	PLO 9, 10, 11, 12
A4: Instructional Design	15%	Team (2 members; graded individually)	Week 5/6	PLO 10, 11, 12, 13, 14
A5: Facilitation Skills	10%	Individual	Week 7	PLO 7, 8
A6: Case-based discussions	10%	Group (graded individually)	Week 10	PLO 1, 2, 10, 11, 12, 13, 14
A7: ROI Calculation	15%	Group (graded individually)	Week 12	PLO 10, 11, 12, 13, 14
A8: Learning Technologies	10%	Team (2 members; graded individually)	Week 13	PLO 1, 2, 9, 10, 11, 12, 13, 14
A9: Learning Journey Design	15%	Individual	Week 14 & 15	PLO 10, 11, 12

Description of Assessments:

A1- Class Participation (10%)-Assessed on quality of contributions to discussions, case analyses, and activities throughout the course.

A2- Learning Needs Analysis (10%)- Groups will diagnose a real organizational case, conduct a learning needs analysis, and present findings to the class.

A3- Storyboarding (5%)- Teams of two will design 2 frame storyboards for a 10-minute training module based on a given learning objective.

A4- Instructional Design (15%)- Teams of two will design a complete training program for a given organizational scenario integrating key instructional design frameworks and principles

A5- Facilitation Skills (10%)- Each student will facilitate a 7-minute session on an assigned workplace topic, assessed on engagement, storytelling. Peer evaluation incorporated.

A6- Case- based discussion (10%)- Groups will analyze assigned organizational cases on T&D initiatives and present evidence-based recommendations to the class.

A7- ROI Calculation (15%)- Groups will calculate and interpret the ROI of a training program using Kirkpatrick’s and Phillips’ framework for a given organizational scenario.

A8- Learning Technologies (10%)- Teams of two will evaluate learning technologies in an assigned industry, analyzing real examples, benefits, and limitations.

A9- Learning Journey Designs (15%)- Students will individually design a stakeholder-aligned learning journey integrating appropriate interventions, pedagogy, and measurement framework.

Rubrics for Assessments: Rubrics for respective evaluations and assignments will be shared prior to the due date of such assessment.

A2: Learning Needs Analysis (10 marks)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Problem diagnosis	Accurate, well-justified	Accurate, adequately justified	Partially accurate	Incorrect or missing
Needs analysis framework	All three levels applied correctly	Most levels applied	One level only	Absent or incorrect
Business alignment	Clearly linked to business goals	Adequately linked	Weakly linked	Not linked
Presentation	Clear, confident, structured	Mostly clear	Somewhat unclear	Unclear, unstructured

A3: Storyboarding (5 marks)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Alignment to learning objective	Fully aligned, precise	Mostly aligned	Partially aligned	Not aligned
Logical sequencing	Logical, well-sequenced	Mostly logical	Some gaps in sequence	Illogical or missing
Learner activity	Clear learner activity in each frame	Activity in most frames	Activity in some frames	No learner activity

A4: Instructional Design (15 marks)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Learning objectives	SMART, Bloom-aligned, precise	Mostly SMART and aligned	Partially SMART	Absent or incorrect
Content sequencing	Logical, well-justified	Mostly logical	Some gaps	Illogical or missing
Instructional strategy	Well-selected, clearly justified	Adequately selected	Weakly justified	Absent or incorrect
Learner-centered design	Adult learning principles clearly applied	Adequately applied	Weakly applied	Not applied
Presentation	Clear, confident, structured	Mostly clear	Somewhat unclear	Unclear, unstructured

A5: Facilitation Skills (10 marks)

Criteria	Excellent	Good	Satisfactory	Needs
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				Improvement
Opening and engagement	Immediately engaging, hooks the room	Mostly engaging	Somewhat engaging	Flat or disengaging
Storytelling or example	Effective, relevant, well-delivered	Adequate	Weak or forced	Absent
Point of focus	Manages attention consistently	Mostly manages attention	Inconsistent	No awareness of focus
Handling the unexpected	Handles disruption confidently	Handles adequately	Struggles but recovers	Unable to handle
Closing	Clear, purposeful close	Adequate close	Abrupt or unclear	No close

A6: Case-based Discussions (10 marks)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Case analysis	Thorough, insightful analysis	Adequate analysis	Superficial analysis	Little or no analysis
Use of evidence	Well-supported with evidence	Adequately supported	Weakly supported	No evidence used
Recommendations	Clear, actionable, justified	Adequate recommendations	Weak justification	Absent or generic
Presentation	Clear, confident, structured	Mostly clear	Somewhat unclear	Unclear, unstructured

A7: ROI Calculation (15 marks)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Kirkpatrick analysis	All four levels analyzed accurately	Most levels analyzed	Partial analysis	Absent or incorrect
ROI calculation	Accurate, full workings shown	Mostly accurate	Minor errors	Incorrect or missing
Interpretation	Insightful, business-relevant	Adequate	Superficial	Absent
Recommendation	Clear, justified, actionable	Adequate	Weakly justified	Absent
Presentation	Clear, confident, structured	Mostly clear	Somewhat unclear	Unclear, unstructured

A8: Learning Technologies (10 marks)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Technology identification	Two technologies clearly identified with real examples	Mostly clear	Partial	Absent or generic
Benefits and limitations	Thorough, industry-specific analysis	Adequate	Superficial	Absent
Emerging technology application	Realistic, well-reasoned application	Adequate	Vague	Absent
Presentation	Clear, confident, structured	Mostly clear	Somewhat unclear	Unclear, unstructured

A9: Learning Journey Design (15 marks)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Curriculum map	Comprehensive, well-sequenced	Mostly complete	Partial	Absent or unclear
Pedagogy rationale	Well-justified, learner-centred	Adequately justified	Weakly justified	Absent
Stakeholder alignment	All three stakeholders addressed clearly	Two stakeholders addressed	One stakeholder addressed	Not addressed
Measurement framework	Three clear KPIs with measurement points	Two KPIs	One KPI	Absent
Overall coherence	Fully coherent, integrated journey	Mostly coherent	Some gaps	Disconnected

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. 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 phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers’ different experiences.

Textbook / Other Readings

Textbook: Noe, R.A. (2010). *Employee Training and Development* (8th ed.). McGraw-Hill Education.

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Course Overview + Introduction to Training & Development	CLO 1,2,5
Objective of the session	Introduce students to the scope and strategic role of Training & Development in organizations	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Course expectations and assessment structure 2. Why do most corporate training programs fail? 3. Modern L&D landscape 4. Training vs. Development vs. Learning 5. Human capital theory 	
Readings	<ol style="list-style-type: none"> 1. Rand, B. (2026). <i>Why Training Employees Pays Off Twice</i>, Harvard Business Review. <p>Noe, R. Chapter 1 and 2.</p>	
Case Title & Number	<ol style="list-style-type: none"> 1. Employee Learning Trends (Reference no. 414-089-1; Case Centre) 2. Zappos: Facing Competitive Challenges {Source: Noe, R. (2010), <i>Employee Training and Development</i>, Chapter 1} 	
Pedagogy	Instructor-led discussion; Group-based discussion; Case Study	
Session 2	Introduction to Training & Development	CLO 1,2,5
Objective of the session	Introduce students to the scope and strategic role of Training & Development in organizations	
Subtopics to be covered	<ol style="list-style-type: none"> 6. L&D Operating Models: Centralized vs. decentralized 7. Linking L&D to business strategy 8. The ADDIE Model {Course anchor} 	
Readings	<ol style="list-style-type: none"> 1. Rand, B. (2026). <i>Why Training Employees Pays Off Twice</i>, Harvard Business Review. 2. Noe, R. Chapter 1 and 2. 	
Case Title & Number	<ol style="list-style-type: none"> 1. Employee Learning Trends (Reference no. 414-089-1; Case Centre) 2. Zappos: Facing Competitive Challenges {Source: Noe, R. (2010), <i>Employee Training and Development</i>, Chapter 1} 	
Pedagogy	Instructor-led discussion; Group-based discussion; Case Study	
Session 3	Learning Needs Analysis	CLO 1
Objective of the session	Help students understand why needs assessment is the foundation of any effective training intervention and how it connects to organizational strategy	
Subtopics to be covered	<ol style="list-style-type: none"> 1. What happens when you skip needs assessments? 	

	<ol style="list-style-type: none"> 2. What is Learning Needs Assessment- definition & purpose 3. Mager and Pipe Model: Is training really needed? 4. Gap analysis: actual vs. desired performance 5. Types of needs analyses 	
Readings	Noe, R. Chapter 3	
Case Title & Number	<ol style="list-style-type: none"> 1. Designing a Training Program: A Training Manager's Dilemma (Reference no. 408-085-1) 2. Determining Training Needs at Union Pacific Railroad {Source: Noe, R. (2010), <i>Employee Training and Development</i>, Chapter 3} 	
Pedagogy	Instructor-led discussion; group-discussions; case-based study	
Session 4	Learning Needs Analysis	CLO 1
Objective of the session	Help students understand why needs assessment is the foundation of any effective training intervention and how it connects to organizational strategy	
Subtopics to be covered	<ol style="list-style-type: none"> 6. Techniques of performing needs analysis 7. Conducting organizational needs analysis 8. Conducting work/task analysis 9. Conducting a performance analysis 10. Checklist for learning needs analysis 	
Readings	Noe, R. Chapter 3	
Case Title & Number	<ol style="list-style-type: none"> 1. Designing a Training Program: A Training Manager's Dilemma (Reference no. 408-085-1) 2. Determining Training Needs at Union Pacific Railroad {Source: Noe, R. (2010), <i>Employee Training and Development</i>, Chapter 3} 	
Pedagogy	Instructor-led discussion; group-discussions; case-based study	
Session 5	Assessment 1: Learning Needs Analysis in Action (10 marks)	CLO 1
Objective of the session	Demonstrate ability to apply the learning needs analysis framework to a real organizational dilemma	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Case analysis and problem diagnosis 2. Needs assessment process design Business alignment of proposed intervention	
Readings	N/A	
Case Title & Number	<ol style="list-style-type: none"> 1. IndCo: Challenges of Designing and Implementing Customized Training (Reference no. 9B18C016) Racial Bias Training at Starbucks (Reference no. 418-0121-1) 	
Pedagogy	Student presentations	
Session 6	Instructional Design: Principles, Frameworks, and Application	CLO 2

Objective of the session	Understand adult learning principles, ADDIE instructional design model, Bloom's Taxonomy, and how to design a structured lesson plan	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Andragogy vs. pedagogy 2. How adults learn 3. Kolb's Experiential Learning Cycle 4. ADDIE Model for Instructional Design 	
Readings	Instructor PPTs; Noe, R. Chapter 4, 7 {Application Assignment 2- Chapter 4}	
Case Title & Number	Plastics Make Perfect {Source: Noe, R. (2010), <i>Employee Training and Development</i> , Chapter 4}	
Pedagogy	Instructor-led discussion; group-based discussion; student presentations	
Session 7		
	Instructional Design: Principles, Frameworks, and Application	CLO 2
Objective of the session	Understand adult learning principles, ADDIE instructional design model, Bloom's Taxonomy, and how to design a structured lesson plan	
Subtopics to be covered	<ol style="list-style-type: none"> 5. Bloom's Taxonomy for Learning Objectives 6. Writing SMART Objectives 7. Storyboarding- Assessment 2 (5 marks) 	
Readings	Instructor PPTs; Noe, R. Chapter 4, 7 {Application Assignment 2- Chapter 4}	
Case Title & Number	Plastics Make Perfect {Source: Noe, R. (2010), <i>Employee Training and Development</i> , Chapter 4}	
Pedagogy	Instructor-led discussion; group-based discussion; student presentations	
Session 8		
	Instructional Design: Principles, Frameworks, and Application	CLO 2
Objective of the session	Understand adult learning principles, ADDIE instructional design model, Bloom's Taxonomy, and how to design a structured lesson plan	
Subtopics to be covered	<ol style="list-style-type: none"> 8. Gagne's Nine Events of Instruction 9. Instructional design strategies 10. Preparing for effective learning journeys: Cognitive reinforcement, social reinforcement, continuous learning 	
Readings	Instructor PPTs; Noe, R. Chapter 4, 7 {Application Assignment 2- Chapter 4}	
Case Title & Number	Plastics Make Perfect {Source: Noe, R. (2010), <i>Employee Training and Development</i> , Chapter 4}	
Pedagogy	Instructor-led discussion; group-based discussion; student presentations	

Session 9	Assessment 3: Instructional Design in Action (15 marks)	CLO 2
Objective of the session	Apply the full instructional design process to a real organizational training scenario demonstrating integration of design frameworks, objectives, and learner-centered principles.	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Needs-to-design translation 2. Objective writing and content sequencing 3. Instructional strategy selection and justification 	
Readings	N/A	
Case Title & Number	TBA	
Pedagogy	Student presentations	
Session 10	Training Methods	CLO 2
Objective of the session	Identify and evaluate key training methods and determine the appropriate methods for a given learning need and organizational context	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Presentation methods 2. Hands-on methods 3. Group building methods 4. Matching training method to learning objectives 	
Readings	Noe, R. Chapter 4	
Case Title & Number	N/A	
Pedagogy	Student discussions	
Session 11	Facilitation Skills	CLO 3
Objective of the session	Apply a structured preparation process to design a facilitation session. Understand techniques for managing attention.	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Facilitator vs. trainer 2. Core skills of an effective facilitator 3. Understanding your audience 	
Readings	Noe, R. Chapter 4, 5	
Case Title & Number	N/A	
Pedagogy	Instructor-led discussion; video-based case analysis; student discussions	
Session 12	Facilitation Skills	CLO 3
Objective of the session	Apply a structured preparation process to design a facilitation session. Understand techniques for managing attention.	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Storytelling as a facilitation tool 2. Delivering an engaging session 3. Handling difficult moments during session 4. Closing a session 	

Readings	Noe, R. Chapter 4, 5	
Case Title & Number	N/A	
Pedagogy	Instructor-led discussion; video-based case analysis; student discussions	
Session 13		
	Assessment 4: Live Facilitation Exercise (10 marks)	CLO 3
Objective of the session	Demonstrate facilitation skills by designing and delivering a short live facilitation session and critically reflecting on performance.	
Subtopics to be covered	Each student facilitates a 7-minute session in front of the class on an assigned workplace topic followed by a peer evaluation.	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Student-led facilitation; peer-evaluation	
Session 14		
	Assessment 4 (Cont.): Live Facilitation Exercise (10 marks)	CLO 3
Objective of the session	Demonstrate facilitation skills by designing and delivering a short live facilitation session and critically reflecting on performance.	
Subtopics to be covered	Each student facilitates a 7-minute session in front of the class on an assigned workplace topic followed by a peer evaluation.	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Student-led facilitation; peer-evaluation	
Session 15		
	Industry Guest Lecture: 1	CLO 1,2,3
Objective of the session	Understand the corporate learning & development scenarios and application of adult learning principles in changing times.	
Subtopics to be covered	TBD	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Instructor-led discussion; case-discussion	
Session 16		
	Designing Learning Journeys: I	CLO 4
Objective of the session	Understand what a learning journey is, why organizations design them, and how learners experience them across touchpoints.	
Subtopics to be covered	<ol style="list-style-type: none"> 1. What is a learning journey? 2. Why learning journey- rationale and organizational value 3. Key stakeholder expectations 4. High-level curriculum design 	
Readings	Instructor-led PPTs; Noe, R. Chapter 7, 9	
Case Title & Number	Effectiveness of Training Program: A Case of Expressia	

	Private Limited (Reference no. 420-0042-1)	
Pedagogy	Instructor-led discussion; case-based discussions	
Session 17	Designing Learning Journeys: II	CLO 4
Objective of the session	Understand what a learning journey is, why organizations design them, and how learners experience them across touchpoints.	
Subtopics to be covered	5. Learning pedagogies: self-paced, blended, <i>etc.</i> 6. How learners experience the journey 7. Key stakeholder expectations	
Readings	Instructor-led PPTs; Noe, R. Chapter 7, 9	
Case Title & Number	Effectiveness of Training Program: A Case of Expressia Private Limited (Reference no. 420-0042-1)	
Pedagogy	Instructor-led discussion; case-based discussions	
Session 18	Designing Learning Journeys: III	CLO 4
Objective of the session	Understand what a learning journey is, why organizations design them, and how learners experience them across touchpoints.	
Subtopics to be covered	8. Learning interventions within a journey- Action Learning Projects, Coaching Programme, Mentoring, Development Center, Job Simulations, Psychometric Assessments 9. Measurement framework: KPIs, success metrics	
Readings	Instructor-led PPTs; Noe, R. Chapter 7, 9	
Case Title & Number	Effectiveness of Training Program: A Case of Expressia Private Limited (Reference no. 420-0042-1)	
Pedagogy	Instructor-led discussion; case-based discussions	
Session 19	Assessment 5: Case-based discussions (10 marks)	CLO 1, 2, 4, 5
Objective of the session	Case-based discussions followed by student presentation to understand T&D initiatives undertaken by organizations across industries, reflecting on key topics covered in previous sessions	
Subtopics to be covered	1. Student-based case discussions Student presentations	
Readings	N/A	
Case Title & Number	1. Employee Training and Development at Motorola (Reference no. 405-022-1) 2. Training and Development in a Bank with Special Emphasis on Mentoring (Reference no. 418-0074-1) 3. Merck: Compliance Training Through Immersive Simulations (Reference no. 423-0099-1) 4. Training and Development Effectiveness at Big Bazaar	

	(Reference no. 421-0027-1)	
Pedagogy	Student-led discussions and presentations	
Session 20	Assessment 5 (Cont.): Case-based discussions (10 marks)	CLO 1, 2, 4, 5
Objective of the session	Case-based discussions followed by student presentation to understand T&D initiatives undertaken by organizations across industries, reflecting on key topics covered in previous sessions	
Subtopics to be covered	2. Student-based case discussions Student presentations	
Readings	N/A	
Case Title & Number	1. Employee Training and Development at Motorola (Reference no. 405-022-1) 2. Training and Development in a Bank with Special Emphasis on Mentoring (Reference no. 418-0074-1) 3. Merck: Compliance Training Through Immersive Simulations (Reference no. 423-0099-1) 4. Training and Development Effectiveness at Big Bazaar (Reference no. 421-0027-1)	
Pedagogy	Student-led discussions and presentations	
Session 21	Transfer of Training	CLO 4,5
Objective of the session	Understand why training fails to transfer in practice, analyze contributing factors, and design strategies to enable sustained learning transfer across the training cycle.	
Subtopics to be covered	1. Concept: Transfer of training 2. Why training fails? 3. Factors affecting transfer 4. Transfer strategies 5. Role of manager and organizational climate in supporting transfer	
Readings	Noe, R. Chapter 5	
Case Title & Number	Patagonia's Culture {Source: Noe, R. (2010), <i>Employee Training and Development</i> , Chapter 5}	
Pedagogy	Instructor-led discussion; student discussions	
Session 22	Training Evaluation and Impact Assessment: I	CLO 5
Objective of the session	Understand key frameworks for measuring learning impact, calculate ROI of learning programs, and analyzing implications for learning investments.	
Subtopics to be covered	1. Debrief: Kirkpatrick Four Level Model 2. Phillips ROI Methodology 3. Organizational Approaches to learning impact	
Readings	1. Noe, R. Chapter 6	

	2. The ROI Methodology in 12 Easy Steps (Retrieved from: https://s3.amazonaws.com/static.scrum.org/Webinar+Slides/ROI+Institute+Application+Guide.pdf)	
Case Title & Number	1. Training Metrics: Calculating Training ROI (Reference no. 417-0011-1) 2. Evaluating the Returns on Leadership Development at BP {Source: Noe, R. (2010), <i>Employee Training and Development</i> , Chapter 6}	
Pedagogy	Instructor-led discussion; case-based teaching	
Session 23	Training Evaluation and Impact Assessment: I	CLO 5
Objective of the session	Understand key frameworks for measuring learning impact, calculate ROI of learning programs, and analyzing implications for learning investments.	
Subtopics to be covered	4. ROI calculation: formula, inputs, and interpretation 5. Isolating the effects of training 6. Converting learning data to monetary value 7. ROI calculation practice	
Readings	1. Noe, R. Chapter 6 2. The ROI Methodology in 12 Easy Steps (Retrieved from: https://s3.amazonaws.com/static.scrum.org/Webinar+Slides/ROI+Institute+Application+Guide.pdf)	
Case Title & Number	1. Training Metrics: Calculating Training ROI (Reference no. 417-0011-1) 2. Evaluating the Returns on Leadership Development at BP {Source: Noe, R. (2010), <i>Employee Training and Development</i> , Chapter 6}	
Pedagogy	Instructor-led discussion; case-based teaching	
Session 24	Industry Guest Lecture: II	CLO 4, 5
Objective of the session	How AI is leveraging the L&D functions in organizations	
Subtopics to be covered	TBD	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Instructor-led discussions	
Session 25	Assessment 6: Calculating ROI of Training & Development Programs (15 marks)	CLO 5
Objective of the session	Demonstrate ability to select an appropriate measurement framework, collect relevant data, and calculate and interpret the ROI of a training program.	
Subtopics to be covered	ROI of learning	
Readings	N/A	

Case Title & Number	Enhancing the Credibility of the Training Function: Involving Line Managers in Sales Training	
Pedagogy	Student-led discussion and evaluation	
Session 26	Learning Technologies	CLO 2, 4, 5
Objective of the session	Understand the rationale for learning technologies, identify key types and their organizational applications, and critically evaluate game-based learning as a design approach.	
Subtopics to be covered	1. What are learning technologies? 2. Types of learning technologies 3. Game-based learning Emerging technologies- AI in learning and Metaverse	
Readings	1. Noe, R. Chapter 8 How Organizations Can Make the Most of Online Learning (Reference no. BEP11399)	
Case Title & Number	N/A	
Pedagogy	Instructor-led discussion	
Session 27	Assessment 7: Learning Technologies in Practice (10 marks)	CLO 2, 4, 5
Objective of the session	Evaluate the application of learning technologies across a chosen industry and critically analyze their benefits and limitations in organizational context	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	Implementing Technology-based Learning at Hilti (Reference no. IMD-7-1610)	
Pedagogy	Student presentations	
Session 28-30	Assessment 8: Design a Learning Journey	CLO 4
Objective of the session	Demonstrate ability to design a coherent, stakeholder-aligned learning journey for a given organizational scenario integrating appropriate interventions, pedagogy, and measurement.	
Subtopics to be covered	Learning Journeys	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Student presentations	

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

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