Learning Organizations and Human Capital Development
Course Instructor Sudipt Kumar

Jindal Institute of Behaviuoral Sciences (JIBS)

3 Credit Course

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Office Hours: By Appointment
Classroom:
The information provided herein is by the Course Coordinator. The following information contains
the official record of the details of the course.

PART I

Course Title: Learning Organizations and Human Capital Development		
Course Code:		
Course Duration	1 Semester	
No. of Credit Units	X	
Level	UG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing	…	….

PART II

Course Description:
This course equips you with the knowledge and skills to become a leader in cultivating high-performing workforces. Through a combination of theory and practice, we'll explore the strategic role of learning and development (L&D) initiatives and delve into adult learning principles. You'll gain the ability to design and implement effective training programs using engaging instructional methods and cutting-edge technology. We'll also explore strategies for building a learning culture within your organization, fostering continuous development through knowledge sharing and self-directed learning. Finally, the course investigates emerging trends in the L&D field, preparing you to navigate the future of talent development. Get ready to participate in interactive discussions, analyze real-world case studies, and complete practical assignments that solidify your skills in designing and implementing strategic L&D plans. This course will empower you to become a valuable asset in any organization seeking to build a future-ready and highly skilled workforce.

Course Aims:

- Analyze the role of L&D in organizational success.
- Design and implement effective training programs for adult learners.
- Evaluate the impact of L&D initiatives on talent development.
- Leverage technology and innovative approaches for talent development.
- Develop strategies to foster a culture of continuous learning within an organization.

Course Intended Learning Outcomes:

- Craft engaging training programs for adult learners. Master needs assessment, SMART objectives, instructional methods, and evaluation techniques.
- Leverage technology to enhance learning. Explore e-learning platforms, mobile learning, social tools, VR/AR, and AI for dynamic learning experiences.
- Cultivate a growth mindset in your organization. Build a learning ecosystem that promotes knowledge sharing, peer learning, and self-directed learners.
- Navigate the evolving L&D landscape. Explore personalized learning, learning analytics, the impact of automation on skills, and strategic talent development practices.

Assessment Process:

The course will be majorly taught using class discussions, anecdotes, presentations, readings, and experiential exercises. The evaluations will include in-class activities, individual and group presentations, written assignments, quizzes, and projects.

Percentage breakdown of Grade:

70% Internal Exam (Divide into 3-4components)
25% for Projects *
10% Quiz*
20% for Presentations*(end semester)
15% for Classroom / Home assignments (Subject to change according to choice of Instructor)

30% End Semester Exam (Closed book and timed)

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	**Outstanding:** Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	**Excellent:** Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.

A	70 - 74	7	**Very Good:** Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	**Good:** Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	**Fair:** Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	**Acceptable:** Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	**Marginal:** Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	**Pass 1:** Pass with Basic understanding of the subject matter.
P2	40 - 44	1	**Pass 2:** Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	**Fail:** Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline

1. The Foundation of Learning and Development

- The Evolving Workplace & L&D's Strategic Role
- Adult Learning Principles & Theories
- Identifying Talent Development Needs

Suggested Readings:

- The Learning Agility Mindset by David Rock
- Understanding by Design by Grant Wiggins and Jay McTighe
- Assessing Training Needs by Robert F. Mager

2. Crafting Engaging Training Programs

- Training Needs Assessment & SMART Objectives

- Choosing the Right Instructional Methods & Technologies
- Creating Engaging & Interactive Learning Experiences

Suggested Readings:

- The Blended Learning Book: Combining Online Learning and Classroom Methods by Ruth Colvin Clark
- Microlearning: Short and Sweet Learning Experiences for a Fast-Paced World by Connie Malamed
- Engagement by Design: Creating Highly Engaging Learning Experiences for Adults by Harold D. Stolovitch and Kathleen A. Keeps

3. Leveraging Technology for Enhanced Learning

- E-Learning Platforms & Learning Management Systems (LMS)
- The Power of Mobile Learning & Microlearning
- Emerging Technologies & the Future of L&D

Suggested Readings:

- Revolutionizing Learning & Development: How Technology is Shaping Our Future by Clark Quinn
- The Learning Revolution: How Technology is Changing Education and Training by Harold W. McGraw III

4. Building a Culture of Continuous Learning: Fostering Growth

- Fostering a Growth Mindset within Your Organization
- Knowledge Sharing & Collaborative Learning
- Empowering Employees as Self-Directed Learners

Suggested Readings:

- Mindset: The New Psychology of Success by Carol Dweck
- The Power of Learning: How Learning Unlocks Potential in Individuals, Teams, and Societies by Peter C. Drucker
- Learning by Doing: A Guide to Self-Directed Learning by Colin J. Knapper

5. The Future of Talent Development

- Emerging Trends in L&D
- The Future of Work & Skills Gap Analysis:
- Strategic Talent Development & Succession Planning

Suggested Readings:

- The Learning Future: Education and Technologies that Shape the Lives of Learners by Michael B. Horn
- Talent Management for the 21st Century: Attracting, Engaging, and Retaining the Best People by David Ulrich, Wayne Brockbank, and Mike Ulrich

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class, but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Attendance Policy

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

　　　　Mobile: +91 8396907312