

<b>Course</b>	HRDV 5610 Training and Development
<b>Term</b>	Spring I, 2010 Beginning Thursday, January 7, 2010
<b>Instructor</b>	Name: Judy Bauman Phone: 479-806-4166 Email: <a href="mailto:j.bauman@live.com">j.bauman@live.com</a>
<b>Catalog Description</b>	Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety a different training and development activities, and 6) evaluate training and development programs
<b>Prerequisites</b>	None.
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to <b>analyze</b> Human Resource Development situations.</li> <li>2. Students will be able to <b>synthesize</b> intellectual explaining of HRD models with methodological competencies.</li> <li>3. Students will be able to <b>implement</b> Human Resource Development solutions to real organizational problems.</li> <li>4. Graduates will be able to <b>measure</b> their results against HRD theory-based criteria and standards of performance</li> <li>5. Students will be able to <b>perform</b> a needs assessment.</li> <li>6. Students will be able <b>to analyze</b> jobs and tasks to determine training and development objectives.</li> <li>7. Students will be able to <b>create</b> appropriate training objectives.</li> <li>8. Students will be able to <b>design</b> effective training and development programs.</li> <li>9. Students will be able to <b>implement</b> a variety of training and development activities.</li> <li>10. Students will be able to <b>evaluate</b> training and development programs.</li> </ol>

<p><b>Materials</b></p>	<p><b><u>The following two books are required for all HR students;</u></b> but recommended for all other students:</p> <ul style="list-style-type: none"> <li>• Blanchard, Nick P. / Thacker, J. W. Effective Training: Systems, Strategies, and Practices. Prentice Hall. ISBN: 0-13-607832-X</li> <li>• Charney, Cy &amp; Conway, Kathy, The Trainer’s Tool Kit. ISBN 0-8144-7268-0</li> </ul> <p><b>Required for all:</b></p> <ul style="list-style-type: none"> <li>• 3 Ring binder for class materials (1 inch or larger)</li> </ul> <p><b>MBS Direct:</b></p> <p>You may call MBS Direct at 1-800-325-3252 and give your school name, site and course number. You may pay by Visa, MasterCard, Discover, or American Express.</p> <p style="text-align: center;">Hours are: Monday-Thursday, 7:00a.m. to 10:00 p.m. CDT/CST</p> <p style="text-align: center;">Friday, 7:00a.m. to 6:00p.m. CDT/CST</p> <p style="text-align: center;">Saturday, 8:00a.m. to 5:00p.m. CDT/CST</p> <p style="text-align: center;">Sunday, 12:00p.m. to 4:00p.m. CDT/CST</p> <p>Eden-Webster Library: <a href="http://library.webster.edu">http://library.webster.edu</a>, integrating Internet resources and online databases for student and faculty research. The library is accessible from campus, home, or office, providing 24-hour access.</p> <ul style="list-style-type: none"> <li>• Library Catalogs &amp; Collections</li> <li>• Library Information</li> <li>• Databases &amp; Internet Resources</li> <li>• Forms &amp; Help</li> <li>• Connections to other sites</li> </ul>																
<p><b>Grading</b></p>	<p>All activities will be subject to the following scoring criteria:</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>93% - 100%</td><td>A</td></tr> <tr><td>91% - 92%</td><td>A-</td></tr> <tr><td>88% - 90%</td><td>B+</td></tr> <tr><td>83% - 87%</td><td>B</td></tr> <tr><td>81% - 82%</td><td>B-</td></tr> <tr><td>70% - 80%</td><td>C</td></tr> <tr><td>Below 70%</td><td>F</td></tr> <tr><td>Incomplete Work</td><td>I</td></tr> </table>	93% - 100%	A	91% - 92%	A-	88% - 90%	B+	83% - 87%	B	81% - 82%	B-	70% - 80%	C	Below 70%	F	Incomplete Work	I
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<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Students will work in small groups to discuss and present course content and case studies.</li> <li>• In keeping with the context in business, have students work</li> </ul>																

	<p>individually or in teams to prepare a training module</p> <ul style="list-style-type: none"> <li>• In keeping with the context of teamwork in business, based on required course content</li> <li>• Use experiential exercises</li> </ul> <p>Additional: lecturette, group discussion, reading, assessment</p>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b> Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b> Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b> From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b> It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is</p>

	cancelled for any reason, it must be rescheduled.
<b>Course Policies</b>	<p><b>Formatting Requirements:</b> The standard that is used for writing and formatting all written assignments is the APA text. There are several copies of the text available for your use at the campus. Check with Webster Staff to check out the book during the daytime hours and I can assist you with the text during class hours.</p> <p><b>Class Participation:</b> The final graded element is active and constructive participation in class discussions. Constructive participation is defined as <b>consistent attendance</b>, contribution of comments that demonstrate knowledge and integration of course material, respectful responses to and elaboration on the comments of others, and refraining from overly long monologues or war stories.</p>
<b>Weekly Schedule</b>	<p><u>Schedule of Required Readings, Class Preparations and Assignments, Lectures, Discussions, Student Presentations and Exams:</u></p> <p>Week 1      <u>Lecture and Discussion:</u> Icebreakers and Warm-ups Course orientation. Review of syllabus and course requirements Discussion of projects and presentations Needs Assessment (informal) Training &amp; OD <i>Discussion: Mager: Training v. Performance Problem Analysis</i></p> <p>Notes _____ _____ _____</p> <p>Week 2      <u>Lecture and Discussion:</u> Review previous week's information Discuss Training Article handouts from Week 1 Topic: Learning, Motivation and Performance <i>Discussion: Learning styles, resistant learners, adult learning principles</i></p> <p>Begin Needs Analysis <i>Discussion: Formal, informal, organizational &amp; individual</i> Notes _____ _____ _____</p> <p>Week 3      <u>Lecture and Discussion:</u> Review previous week's information and assignment Needs analysis</p>

	<p><i>Discussion: Formal, informal, organizational &amp; individual Case Study</i> Notes _____</p> <hr/> <hr/>
Week 4	<p><u>Lecture and Discussion:</u> Review previous week's information Discuss Training Articles (class handouts) Needs analysis <i>Discussion: Formal, informal, organizational &amp; individual Chapter 5: Training Design</i> <i>Discussion: Writing objectives, lesson plans and materials; identifying/designing appropriate learning activities; experiential learning; levels of learning</i> Case Study Notes _____</p> <hr/> <hr/>
Week 5	<p><u>Lecture and Discussion:</u> Review previous week's information <b>Mid-term presentations</b></p>
Week 6	<p><u>Lecture and Discussion:</u> Review previous week's information Discuss Training Articles from previous class Training Design and Methods (handout) <i>Discussion: Writing objectives, lesson plans and materials; identifying/designing appropriate learning activities; experiential learning; levels of learning cont'd</i> Case Study Notes _____</p> <hr/> <hr/>
Week 7	<p><u>Lecture and Discussion:</u> Review previous week's information Discuss Training Articles from previous class Implementation and Evaluation of Training Study/development time for final presentations <i>Discussion: Levels of evaluation and measurement; OJT; Classroom/soft skills;</i> Notes _____</p> <hr/> <hr/>

	<p>Week 8      Final Exam: Presentations Study/development time for final presentations</p> <p>Week 9      Final Exam: Presentations</p>										
<p><b>Additional Information</b></p>	<p><u>Readings:</u> Handouts and articles relevant to the weekly topics will be provided and assigned as homework. Weekly discussions will be based on these readings. Articles will focus on theories and concepts written and researched by various experts in the field of adult learning and training technologies. The works of Mager, Knowles, Hershey and Blanchard to name a few, will be provided to the students as preparation for the weekly discussions.</p> <p><u>Visual Aids:</u> As needed</p> <table data-bbox="500 747 1071 928"> <thead> <tr> <th><u>Scoring Criteria:</u></th> <th><u>% of Grade</u></th> </tr> </thead> <tbody> <tr> <td>Exam</td> <td>40%</td> </tr> <tr> <td>Project</td> <td>30%</td> </tr> <tr> <td>Assignments</td> <td>15%</td> </tr> <tr> <td>Class Participation</td> <td>15%</td> </tr> </tbody> </table> <p><b>Note: Class participation is 15% of your grade.</b> If you don't come to class, you can't participate. Your participation grade will therefore include engagement during class as well as attendance.</p> <p><b><u>In-class assignments and Mid-Term:</u></b> These will be aimed at assessing students understanding and application of the basic concepts, processes and issues covered class discussions, and/or reading (assigned or researched on own). The mid-term will consist of a group project and presentation, aimed at delivering a relevant training concept to the class.</p> <p><b><u>Final Exam:</u></b> Students will develop a training module for a specific job/topic. The project is aimed at providing practical application of the course material. A more detailed description of this assignment will be distributed at the first class meeting. Students will be required to do needs analysis, design a training program for the company's specific problem and design an evaluation tool to determine if the training has been successful. A more complete description of the project will be given later during the term.</p> <p>OPTION: May do a company/departmental needs analysis and present findings    -OR-    Design and deliver a training module</p>	<u>Scoring Criteria:</u>	<u>% of Grade</u>	Exam	40%	Project	30%	Assignments	15%	Class Participation	15%
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