

<b>Course</b>	<b>HRDV 5610 / NA / Training and Development</b>
<b>Term</b>	Spring 2, 2010 – Monday – 6:00 pm – 10:00 pm 3/15, 3/22, 3/29, 4/5, 4/12, 4/19, 4/26, 5/3, 5/10
<b>Instructor</b>	Name: Margaret Downey Home Phone: (904) 262-9431 Work Phone: (904) 279-4407 Email: <a href="mailto:downey@webster.edu">downey@webster.edu</a> or <a href="mailto:Margaret_Downey@CSX.com">Margaret_Downey@CSX.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 Required
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to <b>perform</b> a Training and Development needs assessment.</li> <li>2. Students will be able <b>to analyze</b> jobs and tasks to determine training and development objectives.</li> <li>3. Students will be able to <b>create</b> appropriate training objectives.</li> <li>4. Students will be able to <b>design</b> effective training and development programs.</li> <li>5. Students will be able to <b>implement</b> a variety of training and development activities.</li> <li>6. Students will be able to <b>evaluate</b> training and development programs by measuring results against theory-based criteria and standards of performance.</li> </ol>
<b>Materials</b>	Noe, R.A., (2010). <b>Employee Training &amp; Development</b> . (5 <sup>th</sup> Edition). McGraw-Hill Irwin Publishing. ISBN# 0073530344  <b>To Order Textbooks go to the local North FL website</b>

	<p><a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on <b>Order Textbooks</b>.  <b>(Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery)</b></p> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>The instructor will bring supplemental readings to class. Many are outlined in the syllabus, but additional short readings may be assigned.</li> </ul>																												
<p><b>Grading</b></p>	<table border="1" data-bbox="492 520 1430 873"> <thead> <tr> <th>Assignments</th> <th>Maximum Points</th> </tr> </thead> <tbody> <tr> <td>• Group Training Project / Presentation</td> <td>30 Points</td> </tr> <tr> <td>• Exams (2 @ 20 points each)</td> <td>40 Points</td> </tr> <tr> <td>• Individual Training and Development Application Project</td> <td>20 Points</td> </tr> <tr> <td>• Class Participation and Attendance</td> <td><u>10 Points</u></td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100 Points</b></td> </tr> </tbody> </table> <p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p> <table border="1" data-bbox="743 1062 1187 1465"> <thead> <tr> <th>Percentage of Total Points</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>95%-100%</td> <td>A</td> </tr> <tr> <td>90%-94%</td> <td>A-</td> </tr> <tr> <td>88%-89%</td> <td>B+</td> </tr> <tr> <td>84%-87%</td> <td>B</td> </tr> <tr> <td>80%-83%</td> <td>B-</td> </tr> <tr> <td>70%-79%</td> <td>C</td> </tr> <tr> <td>Below 70%</td> <td>F</td> </tr> </tbody> </table>	Assignments	Maximum Points	• Group Training Project / Presentation	30 Points	• Exams (2 @ 20 points each)	40 Points	• Individual Training and Development Application Project	20 Points	• Class Participation and Attendance	<u>10 Points</u>	<b>TOTAL</b>	<b>100 Points</b>	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+	84%-87%	B	80%-83%	B-	70%-79%	C	Below 70%	F
Assignments	Maximum Points																												
• Group Training Project / Presentation	30 Points																												
• Exams (2 @ 20 points each)	40 Points																												
• Individual Training and Development Application Project	20 Points																												
• Class Participation and Attendance	<u>10 Points</u>																												
<b>TOTAL</b>	<b>100 Points</b>																												
Percentage of Total Points	Grade																												
95%-100%	A																												
90%-94%	A-																												
88%-89%	B+																												
84%-87%	B																												
80%-83%	B-																												
70%-79%	C																												
Below 70%	F																												
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>Students will work in small groups to discuss and present textbook content.</li> <li>In keeping with the team context in business, students will work in teams to prepare a training proposal and to develop and deliver a short piece of training.</li> <li>Case studies.</li> <li>Experiential exercises.</li> <li>Lecturettes on mandatory topics.</li> </ul> <p><b>Group Training Project / Presentation:</b></p> <ul style="list-style-type: none"> <li>Class will divide into small groups and complete a Training Project that will follow the training development life cycle.</li> <li>Final product must include a formal presentation by all members of</li> </ul>																												

the group and typed documents expanding on the presentation.

- Each group member must participate in one of the two presentations.
- Presentation must utilize PowerPoint.
  - **Part 1 The Proposal** (20 minute presentation with PowerPoint)
    - Is worth 15 points of the grade.
    - Design and conduct a needs assessment.
    - Prepare a written Training Proposal.
    - Present this proposal to the decision-makers (your classmates).
    - Typed documents (Training Proposal and PowerPoint slides)
  - **Part 2 The Training** (60 minute presentation with PowerPoint)
    - Is worth 15 points of the grade.
    - Design 45 minutes of training to meet an identified need.
    - Deliver 45 minutes of training to the class.
    - Design and administer an evaluation tool (15 minutes).
    - Typed documents (Instructor Guide, Student Guide and PowerPoint slides) must be consistent with presentation.

**Exams:**

- Exams will be open book/notes and consist of multiple choice and short essay questions. Students will be presented with several short essay questions to choose from (i.e.: answer four of the following eight questions). Each exam will be approximately 90 minutes in length.
- Mid-term exam is worth 20 points of the grade.
- Final exam is worth 20 points of the grade.

**Individual Training and Development Application Project:**

- Each Student will develop a Training and Development Application project worth 20 points of grade.
- The paper is an opportunity for the student to put theory to work in a practical, real world way. (10 points)
- Each student will choose one application /research topic from several choices during the first two classes.
- Each student will develop a short paper (8-10 pages) and a class PowerPoint presentation (15 minutes). Presentation is 10 points
- Each student will use PASSPORTS to obtain a minimum of two research articles within the last three years for the Training Application.
- Students will print out one copy of the article(s).
- Summary should be no more than one page in bullet point formatting.
- Copies of summary should be given to the other students.
- Copies of the paper, PowerPoint slides, summary and article(s) should be submitted to instructor.

**Class Participation and Attendance:**

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to

	<p>appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. <b>PLEASE BE ADVISED:</b> <u>Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.</u></p> <ul style="list-style-type: none"> <li>• Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor’s Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.</li> <li>• Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.</li> <li>• Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.</li> <li>• Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.</li> <li>• A maximum of 10 points will be awarded based on the level and quality of participation and preparation.</li> <li>• Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.</li> <li>• All assignments are due as detailed in the Course Schedule.</li> <li>• Late assignments will be accepted, if they are turned in <i>no later</i> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.</li> <li>• Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.</li> </ul>
<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>

**Academic Honesty**

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.

**Drops and Withdrawals**

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.

**Special Services**

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.

**Disturbances**

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.

**Student Assignments Retained**

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.

**Contact Hours for this Course**

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 cancelled for any reason, it must be rescheduled.

<p><b>Course Policies</b></p>	<p>The instructor is free to change course content or assignments according to their professional discretion.</p> <p><b>Make-Up Requirements</b></p> <ul style="list-style-type: none"> <li>• For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press.</li> <li>• This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade.</li> <li>• Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible.</li> </ul>	
<p><b>Weekly Schedule</b></p>		<p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• Read and Study Chapters 1 and 2</li> </ul>
	<p><b>Session 1</b></p>	<p><b>THEME: THEME: Introduction to Employee Training &amp; Development</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Introductions and Overview</li> <li>• Discussion of course requirements, assignments, grading policy, attendance, group project, individual project and participation</li> <li>• <b>Review of Individual Assignment - Training and Development Application</b> <ul style="list-style-type: none"> <li>➤ A Training and Development Application is an opportunity for you to put theory to work in a practical, real world way. This is an individual assignment. You will choose one application / research topic from several choices during the first two classes. All will involve a short paper (8-10 pages) and a class presentation (15 minutes). Papers will be due on the date of the presentation (Session 7).</li> </ul> </li> <li>• Review of Group Assignment           <ul style="list-style-type: none"> <li>➤ Form Groups (2-3 Persons/group). Final Presentation will be made to the class. This is a two-part project. This project is done as a group (to be self-selected). It requires you to put yourself in the role of a team of training developers and to participate in a full training cycle. Your team will:               <ul style="list-style-type: none"> <li>➤ <b>Part 1</b> (15-20 minute presentation with</li> </ul> </li> </ul> </li> </ul>

		<p>PowerPoint)</p> <ul style="list-style-type: none"> <li>▪ Design and conduct a needs assessment</li> <li>▪ Prepare a written Training Proposal</li> <li>▪ Present this proposal to the decision-makers (your classmates)</li> </ul> <p>➤ <b>Part 2</b> (60 minute presentation with PowerPoint)</p> <ul style="list-style-type: none"> <li>▪ Design 45 minutes of training to meet an identified need</li> <li>▪ Deliver the training to the class</li> <li>▪ Design and administer an evaluation tool (15 minutes)</li> </ul> <ul style="list-style-type: none"> <li>• Chapter 1: Introduction to Employee Training &amp; Development</li> <li>• Chapter 2: Strategic Training</li> <li>• Overview of Training Proposal Elements</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li>• Read and study Chapters 3 and 4</li> <li>• DACUM Analysis Handout</li> </ul>
	<b>Session 2</b>	<p><b>THEME: THEME: Needs Assessment and Learning Theories &amp; Program Design</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 3: Needs Assessment</li> <li>• Chapter 4: Learning: Theories and Program Design</li> <li>• Conduct a DACUM Analysis</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 5 and 6</li> <li>• Start developing Individual Training Application &amp; Presentation</li> <li>• Meet with your group members and continue preparing the Training Proposal</li> </ul>
	<b>Session 3</b>	<p><b>THEME: Transfer of Training and Training Evaluation</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5: Transfer of Training</li> <li>• Chapter 6: Training Evaluation</li> <li>• Groups: Work on Training Proposals</li> </ul> <p><b>Assignments for Session 4:</b></p> <ul style="list-style-type: none"> <li>• Read and study Chapter 7</li> </ul>
	<b>Session 4</b>	<p><b>THEME: Group Training Proposals &amp; Training Methods</b></p>

		<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7: Traditional Training Methods</li> <li>• Groups: Work on Training Proposals</li> </ul> <p><b>Assignments for Session 5:</b></p> <ul style="list-style-type: none"> <li>• Continue preparation of Individual Training Application &amp; Presentation</li> <li>• Finalize Group Training Proposal for Presentation to class</li> <li>• <b>Prepare for Mid-term Exam</b></li> <li>• <b>Read and study Chapter 8</b></li> </ul>
	<p><b>Session 5</b></p>	<p><b>THEME: Training Delivery cont.</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Mid-term Exam: Chapters 1 through 7</li> <li>• Chapter 8: E-Learning and Use of Technology in Training</li> <li>• Groups: Training Proposal Presentations</li> </ul> <p><b>Assignments for Session 6:</b></p> <ul style="list-style-type: none"> <li>• Read and study Chapters 9 and 10</li> <li>• Continue preparation of Individual Training Application &amp; Presentation</li> </ul>
	<p><b>Session 6</b></p>	<p><b>THEME: Employee Training &amp; Development</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9: Employee Development</li> <li>• Chapter 10: Special Issues in Training &amp; Employee Development</li> <li>• Groups: Work on Training Project Presentations</li> </ul> <p><b>Assignments for Session 7:</b></p> <ul style="list-style-type: none"> <li>• Chapters 11 and 12</li> <li>• Complete your Individual Research Projects</li> <li>• Continue work on Group Training Project Presentations</li> </ul>
	<p><b>Session 7</b></p>	<p><b>THEME: Career Management</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 11: Careers &amp; Career Management</li> <li>• Chapter 12: Special Challenges in Career Management</li> <li>• Individual Training and Development Application Presentations</li> <li>• Groups: Work on Training Project Presentations</li> </ul>

		<b>Assignments for Session 8:</b> <ul style="list-style-type: none"> <li>• Study for Final Exam</li> <li>• Continue work on Group Training Project Presentations</li> </ul>
	<b>Session 8</b>	<b>THEME: Final Exam</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Complete Final Exam – Chapters 8 - 12</li> <li>• Groups: Work on Training Project Presentations</li> </ul> <b>Assignments for Session 9:</b> <ul style="list-style-type: none"> <li>• Complete Group Training Presentations</li> </ul>
	<b>Session 9</b>	<b>THEME: Training Project Presentations</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Deliver Group Training Presentations</li> <li>• Course Wrap-up</li> </ul>
<b>Additional Information</b>	None	
Reviewed by: <u>  <i>J. Ewing</i>  </u> Job Title: <u>  Faculty Coordinator  </u> Date: <u>  08/29/07  </u>		

Revised 8/22/07