

Course	HRDV 5610 Training and Development
Term	Spring 2, 2008
Instructor	Karen Marx 913-492-5373 marxh@webster.edu or kdm Marx@kc.rr.com
Catalog Description	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.
Prerequisites	None
Course Level Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to analyze Human Resource Development situations. 2. Students will be able to synthesize intellectual understanding of HRD models with methodological competencies. 3. Students will be able to implement Human Resource Development solutions to real organizational problems. 4. Graduates will be able to measure their results against HRD theory-based criteria and standards of performance 5. Students will be able to perform a needs assessment. 6. Students will be able to analyze jobs and tasks to determine training and development objectives. 7. Students will be able to create appropriate training objectives. 8. Students will be able to design effective training and development programs. 9. Students will be able to implement a variety of training and development activities. 10. Students will be able to evaluate training and development programs.
Materials	Noe, Raymond A. Employee Training and Development. Boston: Irwin/McGraw Hill, 007340490X. AND

	<p><i>Training for Impact</i> Robinson & Robinson Josey-Bass Publishers ISBN 1555421539 Kroehnert, Gary, <u>100 Training Games</u>. (Sydney, Australia: McGraw-Hill).ISBN 0074527703</p> <p>The book may be obtained through MBS Direct Books at 1-800-325-3252 or www.mbsdirect.net.</p>										
<p>Grading</p>	<p>Course Requirements:</p> <table border="0"> <tr> <td>1. Midterm Exam</td> <td>20% (take home)</td> </tr> <tr> <td>2. Structured Learning Exp.</td> <td>20%</td> </tr> <tr> <td>3. Training Proposal</td> <td>20% (team project)</td> </tr> <tr> <td>4. Final Exam</td> <td>20% (essay)</td> </tr> <tr> <td>5. Attendance/Participation</td> <td>20% (including team peer feedback)</td> </tr> </table> <p>The GRADUATE catalog provides these guidelines and grading options:</p> <ul style="list-style-type: none"> • A/A- Superior graduate work • B+/B/B- Satisfactory graduate work • C Work that is barely adequate as graduate-level performance • CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses. • F Work that is unsatisfactory • I Incomplete work • ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. • IP In progress • NR Not reported • W Withdrawn from the course 	1. Midterm Exam	20% (take home)	2. Structured Learning Exp.	20%	3. Training Proposal	20% (team project)	4. Final Exam	20% (essay)	5. Attendance/Participation	20% (including team peer feedback)
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<p>Activities</p>	<ul style="list-style-type: none"> • students will work in small groups to discuss and present textbook content. • In keeping with the team context in business, students work in teams to prepare a training proposal. • use at least two videos role-modeling how to train effectively. • use experiential exercises. <p>Lecturettes on mandatory topics. Various videos, overhead transparencies, power point and training aids will be used to support the model learning objectives. .</p>										
<p>Policy Statements: University Policies</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>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</p>										

	<p>academic dishonesty and potential disciplinary actions associated with it.</p> <p>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.</p> <p>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.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, or other electronic devices must be turned off, or switched to vibrate, when you enter the classroom. Disruption of class, whether by latecomers, noisy devices, or 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>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.</p> <p>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>	
Course Policies	NOTE: ALL READING TO BE COMPLETED PRIOR TO CLASS MEETING	
Weekly Schedule	Week 1	<p>Introductions, review of syllabus and course requirements. Discussion topics: What is training? What is Learning? Designing Effective Training; Each student has experienced some form or method of training. What were the positive and negative aspects of these personal training</p>

		experiences? Assignment: For week 1 read Chapters 1, review terms and discussion questions in each chapter.
	Week 2	Discussion: Strategic planning, training and OD. Learning motivation and performance. For week 2 read Chapter 2, 3 & 4. Review terms and discussion questions in each chapter. Discussion will center on "Is it a Training Issue." All students in HRDV 5610 will select a training related topic for lesson plan development and provide a 30 minute briefing to the instructor classmates. (Value 40% of Grade)
	Week 3	Discussion: Introduction to the proven methodology of the Needs Assessment; Methods Used in Needs Assessment; The Needs Assessment Process; Competency Models; Scope of Needs Assessment. Assignment: For week #3 is complete a draft of your presentation topic and submit to the instructor.
	Week 4	Discussion: Training design and training methods. Considerations in Designing Effective Training; Training Design; Work Environment Characteristics Influencing Transfer of Training; and Organizational Environments that Encourage Transfer. Assignment: For week 4 read Chapter 5 and 6. Review terms and answer discussion questions.
	Week 5	Discussion: Training Methods and development and implementation of training. Assignment: For week 5 read Chapter 7 & 8. Review terms and answer discussion questions. Student presentations.
	Week 6	Discussion: Evaluation of training and key areas of organizational training. Panel Discussion on Training and Training Development. Assignment: Week 6 read Chapters 9-10. Review terms and discussion questions. Student presentations
	Week 7	Chapter 11-Management Development. Discussion on Tools Managers will need to be effective in the future. Class Presentations continue.
	Week 8	Complete class presentations. Review Chapters 1-11 of the text. Course critique and recommendations for improvements. Each student will receive a Final exam (essay) covering Chapters 1-11. Final exam will be due Week 9. (Value 40% of Grade)
	Week 9	Final Exam Due. Overall review of the course. Final grade of each student will be determined by the following: Class Assignments 20%; Final Exam 40% & Lesson Plan Development & Presentation 40% = 100%.

Additional Information

POLICIES:

Cheating and plagiarism are types of academic dishonesty, and thus violate the code of conduct for Webster University students. The Student Handbook and Calendar describes the possible sanctions for academic dishonesty in the Policies and Procedures section. (The Webster University Graduate Studies Catalog also briefly describes the possible sanctions for plagiarism.) To avoid plagiarism problems and to conform to academic standards you **must** footnote *anytime you refer to ideas that are not your own, i.e., ideas that were drawn from other sources*. When quoting from a source, make certain that you use quotation marks and cite to the page(s) in the source containing the quotation. It cannot be emphasized enough the seriousness of being caught cheating or plagiarizing other people's writing. To enable checking for academic dishonesty, students must be prepared to produce copies of all sources used in any paper upon request.

Webster University's policy on PLAGIARISM or cheating is "the instructor will address issues of academic dishonesty within the confines of the student's course. The instructor may decide an appropriate consequence, including the following options: a written warning, the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student for the course".

Students are expected to ATTEND ALL CLASS SESSION of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. If a student is absent, the instructor is to assign makeup work that may exceed the material presented that week. If a student is absent the first class session, has not notified the instructor prior to the first class session, and has not received permission from the instructor to remain enrolled in the course, the student may be involuntarily dropped from the course. If a student has TWO ABSENCES, the instructor has the option to lower the student's grade one letter grade. If a student has THREE ABSENCES, the instructor has the option to assign a grade of "F". If a student must be absent, it is important that the student notifies the instructor prior to the class session and obtains approval from the instructor for such an absence. In the case of an exam, presentation, project, paper or other student activity is scheduled to take place or scheduled as a due date on a particular class session, and the student is absent, it is the option of the instructor to assign a zero to that assigned work.

If a student needs to or wishes to withdraw from the course, it is the student's responsibility to withdraw from the course on a timely basis, per the guidelines and rules of Webster University.

A grade of "I" for incomplete work is at the discretion of the instructor

	<p>and must be requested by the student and approved by the instructor. The hardship of the student's situation will be considered and evaluated by the instructor. The level of the completed work by the student will have a bearing on the granting of an "I". If the student is failing at the time of the request, only cases of extreme hardships will be considered. Extreme hardship will be determined by the instructor. If an "I" is granted, the instructor will set a date of expected completion. If the course work is not completed as required and in the time span allotted, a grade of "F" may be submitted dependent upon the circumstances. However, if the student is failing the course and if the course work is not completed as required and in the time span allotted, a grade of "F" will be submitted. Any extensions of the time period required for completion will be considered by the instructor on a case-by-case basis, following the guidelines and rules of Webster University.</p>
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