

<b>Course</b>	HRDV 5610 Training and Development
<b>Term</b>	<b>FALL 2 2009</b>
<b>Instructor</b>	<b>Name:</b> MARCHITA R. STANTON <b>Phone:</b> 816.853.4592 <b>Email:</b> stanton@webster.edu
<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 to <b>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>
<b>Materials</b>	Noe, Raymond A. <b>Employee Training and Development.</b> Boston: Irwin/McGraw Hill, current edition.
<b>Grading</b>	

	<p><b>Course Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Structured Learning Exp. 20%</li> <li>2. Training Proposal 20% (team project)</li> <li>3. Needs Assessment 20 %</li> <li>4. Attendance/Participation 20% (including team peer feedback)</li> <li>5. Training &amp; Development Plans 20%</li> </ol>
<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.</li> <li>• Students will participate in experiential exercises.</li> <li>• Instructor will provide lecturettes.</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> <p><b>Academic Honesty</b></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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>	
<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>Weekly Schedule</b></p>	<p>Week 1</p>	<ul style="list-style-type: none"> <li>• Introductions &amp; Review Syllabus and Class Requirements</li> <li>• Textbook Preview – process for covering chapters</li> <li>• Form Teams &amp; Develop Schedule for SLEs</li> <li>• Training for Activity vs. Training for Impact</li> <li>• Key Terms (Chapter 1)</li> <li>• Site Visit</li> </ul>
	<p>Week 2</p>	<ul style="list-style-type: none"> <li>• Chapters 1 &amp; 2 (Intro. To Training and Development &amp; Strategic Training)</li> <li>• Site Observations Shared w/Community</li> <li>• Key Terms (Chapter 2)</li> <li>• Teams and Interaction Skills</li> </ul>
	<p>Week 3</p>	<ul style="list-style-type: none"> <li>• Chapters 4 &amp; 5 (Needs Assessment &amp; Learning Theories)</li> <li>• Strategies for Effective Training (Training Objectives, Designing Training)</li> </ul>
	<p>Week 4</p>	<ul style="list-style-type: none"> <li>• Chapters 5 –6 (Transfer of Training &amp; Training Evaluation)</li> <li>• Stages of Team Development and Team Success factors</li> <li>• Training for Impact Process</li> </ul>
	<p>Week 5</p>	<ul style="list-style-type: none"> <li>• Key Terms</li> <li>• Training Site and Instruction</li> <li>• Training Topics</li> <li>• Training Presentations</li> </ul>
	<p>Week 6</p>	<ul style="list-style-type: none"> <li>• Chapters 7-8 (Training Methods &amp; E-Learning)</li> <li>• Training Presentations</li> <li>• Work in Teams on Training Proposal</li> </ul>
	<p>Week 7</p>	<ul style="list-style-type: none"> <li>• Chapters 9-10 (Employee Development &amp; Special Issues)</li> <li>• Training Presentations</li> <li>• Work in Teams on Training Proposal</li> </ul>

	Week 8	<ul style="list-style-type: none"> <li>• Chapters 11-12</li> <li>• Training Presentations &amp; Work in Teams on Training Proposal</li> </ul>	
	Week 9	<ul style="list-style-type: none"> <li>• Chapter 13 (Future of Training and Development)</li> <li>• Training Presentations</li> <li>• Training Proposals Due &amp; Presentations by Teams</li> </ul>	
<b>Additional Information</b>	None		