

Course	HRDV 5610 Training and Development												
Term	Spring 1, 2008, Location: Ft Sam Houston, Texas												
Instructor	Name: Lavern B. Kistner Phone: 210-244-3725 Email: lavern.kistner@brooks.af.mil or kistnela@webster.edu												
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 <ol style="list-style-type: none"> 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 perform a Training and Development needs assessment. 2. Students will be able to analyze jobs and tasks to determine training and development objectives. 3. Students will be able to create appropriate training objectives. 4. Students will be able to design effective training and development programs. 5. Students will be able to implement a variety of training and development activities. 6. Students will be able to evaluate training and development programs by measuring results against theory-based criteria and standards of performance. 												
Materials	Textbook: Employee Training and Development: Author: Noe, Raymond A. Publisher: Irwin/McGraw Hill ISBN: 007340490X												
Grading	Course Requirements: <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">1. Article Review</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>2. Attendance/Class Participation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>3. Research Paper</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>4. Midterm Exam</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>5. Group Training Project.</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>6. Final Exam</td> <td style="text-align: right;">15%</td> </tr> </table>	1. Article Review	10%	2. Attendance/Class Participation	10%	3. Research Paper	30%	4. Midterm Exam	15%	5. Group Training Project.	20%	6. Final Exam	15%
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	<p>Grading Basis – Letter Grade System</p> <p>1. 90% - 100% A 2. 80% - 89% B 3. 70% - 79% C 4. Below 70% Fail</p>
<p>Activities</p>	<ul style="list-style-type: none"> • Article Reviews: Each student will be responsible for presenting a synopsis/review of one journal article, and facilitating a brief class discussion pertinent to the article. A written <i>hard copy</i> synopsis of the article will be required for instructor’s review. The student will discover the vast amount of training and development reference sources and materials that are available. The student will also learn how to surmise an article as well as how to initiate a class discussion of an HRD issue that is of interest to him or her. <u>Utilization of the Passports Library is required.</u> • Research Paper (30%): A 12-15 page, inquiry paper will be required of each student in APA format. <u>Research for the paper will be at least 50% from the Webster University Passports Library.</u> In addition to a hard copy of the research paper, the paper will also be electronically submitted. Topics to select from will be relevant to the field of Human Resource Development, with Training and Development applications. The purpose of this paper is for the student to gain an in-depth understanding of a topic that is of interest to her/him. A brief explanation of the findings will allow the student to convey her/his opinion(s) about the topic of interest, and to either challenge or defend the validity of the research. <u>This research paper must be an original research paper having never been submitted to an academic institution, Webster University, or any other college or university.</u> • Group Training Project (20%): Students, as part of a group (3-4 per group), will develop a “Training Plan” for an identified audience. A thorough description of what the plan consists of, how it will be implemented, and how the identified audience will benefit will be presented to the class and the instructor. <i>A hard copy of the plan will be required for instructor’s review and will not be returned.</i> Once again, students will learn how to work as part of a team; this time for the common purpose of developing, structuring, and implementing a training program. Students will learn to appreciate the importance of group dynamics, but most important, group synergy. They will also learn how to identify and utilize their individual strengths to their fullest potential, and apply their talents for the purpose of creating a quality product. The completion of a peer analysis is a mandatory section of the project. • Midterm Exam (15%): The midterm exam will cover all material presented in class and all chapter assignments up to that

	<p>date. The exam may be a combination of multiple choice, true/false, and essay questions.</p> <ul style="list-style-type: none"> • Final Exam (15%): The final exam will cover material presented in class and all chapter assignments from the midterm up to the date of the final exam. The exam may be any combination of multiple choice, true/false, and/or essay questions. <p>The collective sharing of personal and professional experiences is essential to the learning process. Therefore, students are encouraged to rely heavily on experiential learning in every aspect of this course. Thus, connecting historical events with the assortment of topics and issues presented and discussed during this course should produce a meaningful learning experience for all.</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 Dishonesty Webster 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 honesty 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, 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>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,</p>

	<p>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	<ul style="list-style-type: none"> • All written assignments are to follow the guidelines of the Publication Manual of the American Psychological Association, 5th edition unless stated by the instructor • Late assignments will result in points deducted from a final grade. A “computer problem” is NOT an acceptable excuse for a late assignment. Late written assignments should be given to or emailed to the instructor. • The instructor is free to change course content or assignments according to their professional discretion. 										
Weekly Schedule	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="428 888 571 999"></td> <td data-bbox="571 888 1404 999"> Pre-Assignment for Week 1 <ul style="list-style-type: none"> • Read Chapter 1: Introduction to Employee Training and Development </td> </tr> <tr> <td data-bbox="428 999 571 1293">Week 1</td> <td data-bbox="571 999 1404 1293"> Topics: <ul style="list-style-type: none"> • Class introductions and review course syllabus • Overview of Training Plan requirements • Introduction to Employee Training and Development Assignment for Week 2 <ul style="list-style-type: none"> • Read Chapters 2: Strategic Training • Read Chapter 3: Needs Assessment • Prepare individual article reviews </td> </tr> <tr> <td data-bbox="428 1293 571 1625">Week 2</td> <td data-bbox="571 1293 1404 1625"> Topics: <ul style="list-style-type: none"> • Article Reviews • Lecture and chapter discussion Assignment for Week 3 <ul style="list-style-type: none"> • Read Chapter 4: Learning: Theories and Program Design • Read Chapter 5: Transfer of Training and any outside reading • Prepare individual article reviews </td> </tr> <tr> <td data-bbox="428 1625 571 1919">Week 3</td> <td data-bbox="571 1625 1404 1919"> Topics: <ul style="list-style-type: none"> • Article Reviews • Lecture and chapter discussion Assignment for Week 4 <ul style="list-style-type: none"> • Read Chapter 6: Training Evaluation • Read Chapter 7: Traditional Training Methods • Prepare individual article reviews • Research paper subject due </td> </tr> <tr> <td data-bbox="428 1919 571 1950">Week 4</td> <td data-bbox="571 1919 1404 1950"> Topics: </td> </tr> </table>		Pre-Assignment for Week 1 <ul style="list-style-type: none"> • Read Chapter 1: Introduction to Employee Training and Development 	Week 1	Topics: <ul style="list-style-type: none"> • Class introductions and review course syllabus • Overview of Training Plan requirements • Introduction to Employee Training and Development Assignment for Week 2 <ul style="list-style-type: none"> • Read Chapters 2: Strategic Training • Read Chapter 3: Needs Assessment • Prepare individual article reviews 	Week 2	Topics: <ul style="list-style-type: none"> • Article Reviews • Lecture and chapter discussion Assignment for Week 3 <ul style="list-style-type: none"> • Read Chapter 4: Learning: Theories and Program Design • Read Chapter 5: Transfer of Training and any outside reading • Prepare individual article reviews 	Week 3	Topics: <ul style="list-style-type: none"> • Article Reviews • Lecture and chapter discussion Assignment for Week 4 <ul style="list-style-type: none"> • Read Chapter 6: Training Evaluation • Read Chapter 7: Traditional Training Methods • Prepare individual article reviews • Research paper subject due 	Week 4	Topics:
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	Week 5	<p>Topics:</p> <ul style="list-style-type: none"> • Article Reviews • Lecture and chapter discussion • Mid-Term Exam <p>Assignment for Week 6</p> <ul style="list-style-type: none"> • Read Chapter 10: Special Issues in Training and Employee Development • Read Chapter 11: Careers and Career Management • Prepare individual article reviews
	Week 6	<p>Topics:</p> <ul style="list-style-type: none"> • Article Reviews • Lecture and chapter discussion <p>Assignment for Week 7</p> <ul style="list-style-type: none"> • Read Chapter 12: Special Challenges in Career Management • Read Chapter 13: The Future of Training and Development • Prepare individual article reviews • Research papers due next week
	Week 7	<p>Topics:</p> <ul style="list-style-type: none"> • Article Reviews: • Lecture and chapter discussion • Research papers are due today!! <p>Assignment for Week 8</p> <ul style="list-style-type: none"> • Training Plans are due next week
	Week 8	<p>Topics:</p> <ul style="list-style-type: none"> • Training Plans are due today • Group presentations of Training Plans <p>Assignment for Week 9</p> <ul style="list-style-type: none"> • Review for Final Exam
	Week 9	<p>Topics:</p> <ul style="list-style-type: none"> • Summative Learning Experience • Final Exam
Additional Information		<ul style="list-style-type: none"> • You are recommended to check out the following Professional Organizations' websites: <p>Academy of Human Resource Development: www.ahrd.org</p> <p>The Society for Organizational Learning: www.solonline.org</p> <p>American Society for Training & Development: www.astd.org</p>

International Society for Performance Improvement: www.ispi.org

***Active Learning Approach**

In the active learning approach, students play an active role in learning by exploring issues and ideas under the guidance of the instructor. The students learn a way of thinking by asking questions, searching for answers, and interpreting observations. Knowledge is more than just facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding of the nature of your own knowledge.

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