

<b>Course</b>	<b>HRDV 5610 59 Training and Development</b>
<b>Term/Location</b>	Fall II, 2009, Ft Sam Houston, TX
<b>Instructor</b>	Name: Lavern B. Kistner Phone: 210-244-3725 Email: <a href="mailto:kistnela@webster.edu">kistnela@webster.edu</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>perform</b> Training and Development needs assessment.</li> <li>2. 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 by measuring results against theory-based criteria and standards of performance.</li> </ol>
<b>Materials</b>	Title: <i>Employee Training and Development</i> , 4 <sup>th</sup> edition Author: Noe, Raymond A. Publisher: Irwin/McGraw Hill ISBN: 978-0-07-340490-5

<p><b>Grading</b></p>	<p><b>Course Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Article Review 10%</li> <li>2. Weekly Training Plan Assignments/Attendance 10%</li> <li>3. Research Paper 30%</li> <li>4. Midterm Exam 15%</li> <li>5. Group Training Project. 20%</li> <li>6. Final Exam 15%</li> </ol> <p>Grading Basis – Letter Grade System</p> <ol style="list-style-type: none"> <li>1. 90% - 100% A</li> <li>2. 80% - 89% B</li> <li>3. 70% - 79% C</li> <li>4. Below 70% Fail</li> </ol>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• <b>Article Reviews:</b> 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><i>Utilization of the Passports Library is required.</i></u></li> <li>• <b>Research Paper (30%):</b> A 12-15 page, inquiry paper will be required of each student in APA format. <u><i>Research for the paper will be at least 50% from the Webster University Passports Library.</i></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. <u><b>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.</b></u></li> <li>• <b>Training Project (20%):</b> Student 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. Weekly assignments will be due for turn-in, these assignments in addition to attendance will be utilized as the basis for the 10% identified in the syllabus. <i>A hard copy of the plan will be required for instructor’s review and will not be returned.</i></li> <li>• <b>Midterm Exam (15%):</b> The midterm exam will cover all material presented in class and all chapter assignments up to that date.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Final Exam (15%):</b> The final exam will cover material presented in class and all chapter assignments from the midterm up to the date of the final exam.</li> </ul> <p><b>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.</b></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 Dishonesty</b> 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><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 cancelled for any reason, it must be rescheduled.</p>	
<p><b>Course Policies</b></p>	<ul style="list-style-type: none"> <li>• <b>All written assignments are to follow the guidelines of the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition unless stated by the instructor</b></li> <li>• <b>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.</b></li> <li>• <b>The instructor is free to change course content or assignments according to their professional discretion.</b></li> </ul>	
<p><b>Weekly Schedule</b></p>		<p>Pre-Assignment for Week 1</p> <ul style="list-style-type: none"> <li>• Read Chapter 1: Introduction to Employee Training and Development</li> </ul>
	<p>Week 1</p>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Class introductions and review course syllabus</li> <li>• Overview of Training Plan requirements</li> <li>• Introduction to Employee Training and Development</li> </ul> <p>Assignment for Week 2</p> <ul style="list-style-type: none"> <li>• Read Chapter 3: Needs Assessment</li> <li>• Prepare individual article reviews</li> <li>• Weekly Training Plan Assignment</li> </ul>
	<p>Week 2</p>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Article Reviews</li> <li>• Lecture and chapter discussion</li> <li>• Assignment for Week 3</li> <li>• Read Chapter 2: Strategic Training</li> <li>• Read Chapter 4: Learning: Theories and Program Design</li> <li>• Prepare individual article reviews</li> <li>• Weekly Training Plan Assignment</li> </ul>
	<p>Week 3</p>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Article Reviews</li> <li>• Lecture and chapter discussion</li> </ul> <p>Assignment for Week 4</p> <ul style="list-style-type: none"> <li>• Read Chapter 5: Transfer of Training</li> <li>• Read Chapter 6: Training Evaluation</li> <li>• Prepare individual article reviews</li> <li>• <b>Research paper subject due</b></li> <li>• <b>Weekly Training Plan Assignment</b></li> </ul>

	Week 4	<p>Topics:</p> <ul style="list-style-type: none"> <li>• <b>Research paper subject due—1 paragraph synopsis</b></li> <li>• Article Reviews</li> <li>• Lecture and chapter discussion</li> <li>• Assignment for Week 5</li> <li>• Read Chapter 7: Traditional Training Methods</li> <li>• Read Chapter 8: Use of New Technologies in Training</li> <li>• Prepare individual article reviews</li> <li>• Weekly Training Plan Assignment</li> <li>• Mid-Term Exam</li> </ul>
	Week 5	<p>Topics:</p> <ul style="list-style-type: none"> <li>• <b>Mid-Term Exam</b></li> <li>• Article Reviews</li> <li>• Lecture and chapter discussion</li> <li>• Assignment for Week 6</li> <li>• Read Chapter 9: Employee Development</li> <li>• Read Chapter 10: Special Issues in Training and Employee Development</li> <li>• Weekly Training Plan Assignment</li> <li>• Prepare individual article reviews</li> </ul>
	Week 6	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Article Reviews</li> <li>• Lecture and chapter discussion</li> <li>• Assignment for Week 7</li> <li>• Read Chapter 11: Careers and Career Management Read</li> <li>• Prepare individual article reviews</li> <li>• Weekly Training Plan Assignment</li> <li>• <b>Research papers due next week</b></li> </ul>
	Week 7	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Article Reviews:</li> <li>• Lecture and chapter discussion</li> <li>• <b>Research papers are due today!!</b></li> <li>• Assignment for Week 8</li> <li>• Read Chapter 12: Special Challenges in Career Management</li> <li>• Weekly Training Plan Assignment</li> <li>• <b>Training Plans are due next week</b></li> </ul>
	Week 8	<p>Topics:</p> <ul style="list-style-type: none"> <li>• <b>Training Plans are due today!</b></li> <li>• <b>Presentations of Training Plans</b></li> <li>• Complete Article Reviews</li> <li>• Lecture and chapter discussion</li> </ul>

		<ul style="list-style-type: none"> <li>• Assignment for Week 9</li> <li>• Read Chapter 13: The Future of Training and Development</li> <li>• Review for Final Exam</li> </ul>	
	Week 9	Topics: <ul style="list-style-type: none"> <li>• Lecture and chapter discussion</li> <li>• <b>Final Exam</b></li> </ul>	
<b>Additional Information</b>	<ul style="list-style-type: none"> <li>• You are recommended to check out the following Professional Organizations' websites:            Academy of Human Resource Development: <a href="http://www.ahrd.org">www.ahrd.org</a>            The Society for Organizational Learning: <a href="http://www.solonline.org">www.solonline.org</a>            American Society for Training &amp; Development: <a href="http://www.astd.org">www.astd.org</a>            International Society for Performance Improvement: <a href="http://www.ispi.org">www.ispi.org</a></li> </ul> <p><b>*Active Learning Approach</b></p> <p>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.</p> <p><i>There will be no class on Wednesday, November 11<sup>th</sup> in observance of Veterans Day. The make up class date will be announced during the beginning of the term.</i></p>		

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