

Course	HRDV 5610 Training and Development
Term	Fall, 2009
Instructor	Name: Robert A. Becker Phone: 314-846-0251 Email: robertbecker@prodigy.net bbecker@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 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	<p>Required: Noe, Raymond A. Employee Training and Development. Boston: Irwin/McGraw Hill, current edition, Fourth.</p> <p>Optional Additional Resources: (students are not required to purchase) <i>Training for Impact</i> Robinson & Robinson (1989) Josey-Bass Publishers Kroehnert, Gary, (1991) <u>100 Training Games.</u> (Sydney, Australia: McGraw-Hill).</p>																								
Grading	<p>The GRADUATE catalog provides these guidelines and grading options for graduate business degrees:</p> <p>Grades in the program are A, A-, B+, B, B-, C, F, I, ZF, and W. Grades reflect the following standards:</p> <table data-bbox="609 661 1429 903"> <tr> <td>A/A-</td> <td>Superior Graduate work</td> </tr> <tr> <td>B+/B/B-</td> <td>Satisfactory Graduate work</td> </tr> <tr> <td>C</td> <td>Work that is barely adequate as graduate-level performance</td> </tr> <tr> <td>F</td> <td>Work that is unsatisfactory</td> </tr> <tr> <td>I</td> <td>Incomplete work</td> </tr> <tr> <td>ZF</td> <td>An "I" that is not completed within one year of the end of the course is automatically converted to a "ZF". A "ZF" is treated the same as an F or NC for all cases involving GPA, academic warning, probation and dismissal.</td> </tr> <tr> <td>W</td> <td>Withdrawn from the course</td> </tr> </table> <p>Scoring/Grading Components:</p> <table data-bbox="495 966 1453 1123"> <tr> <td>1. Midterm Exam</td> <td>20% (multiple choice)</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>Late requirements are subject to a 10% penalty.</p> <p>Your final grade will be “curved”, which means your percentage of the total points possible in the class will be compared with other people in the class when assigning letter grades. Therefore, the critical issue is how you compare with your fellow students.</p>	A/A-	Superior Graduate work	B+/B/B-	Satisfactory Graduate work	C	Work that is barely adequate as graduate-level performance	F	Work that is unsatisfactory	I	Incomplete work	ZF	An "I" that is not completed within one year of the end of the course is automatically converted to a "ZF". A "ZF" is treated the same as an F or NC for all cases involving GPA, academic warning, probation and dismissal.	W	Withdrawn from the course	1. Midterm Exam	20% (multiple choice)	2. Structured Learning Exp.	20%	3. Training Proposal	20% (team project)	4. Final Exam	20% (essay)	5. Attendance/Participation	20% (including team peer feedback)
A/A-	Superior Graduate work																								
B+/B/B-	Satisfactory Graduate work																								
C	Work that is barely adequate as graduate-level performance																								
F	Work that is unsatisfactory																								
I	Incomplete work																								
ZF	An "I" that is not completed within one year of the end of the course is automatically converted to a "ZF". A "ZF" is treated the same as an F or NC for all cases involving GPA, academic warning, probation and dismissal.																								
W	Withdrawn from the course																								
1. Midterm Exam	20% (multiple choice)																								
2. Structured Learning Exp.	20%																								
3. Training Proposal	20% (team project)																								
4. Final Exam	20% (essay)																								
5. Attendance/Participation	20% (including team peer feedback)																								
Activities	<p>Students will work in small groups to discuss and present textbook content. Because of the prevalent use of teams in the current business environment, students will form and work in teams to prepare a training proposal. Use of the textbook will be supplemented with additional videos, other handouts and material and experiential exercises.</p>																								
Policy Statements: University Policies	<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 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, 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>
Course Policies	Late requirements are subject to a 10% penalty.
Weekly Schedule	<p>Week 1</p> <ul style="list-style-type: none"> • Introductions & Review Syllabus and Class Requirements • Textbook Preview – process for covering chapters • Form Teams & Develop Schedule for SLEs • Mind Mapping Exercise • Training for Activity vs. Training for Impact <p>Week 2</p> <ul style="list-style-type: none"> • Chapters 1 & 2 (Intro. To Training and Development & Strategic Training) • Teams and Interaction Skills <p>Week 3</p> <ul style="list-style-type: none"> • Chapters 3-4 (Needs Assessment & Learning Theories) • Strategies for Effective Training (Training Objectives, Designing Training)

	<p>Week 4</p> <ul style="list-style-type: none"> • Chapters 5 –6 (Transfer of Training & Training Evaluation) • Stages of Team Development and Team Success factors • Training for Impact Process • Prepare for Mid-Term <p>Week 5</p> <ul style="list-style-type: none"> • Mid-Term Exam (Noe Text chapters 1 – 6) • Training Presentations <p>Week 6</p> <ul style="list-style-type: none"> • Chapters 7-8 (Training Methods & E-Learning) • Training Presentations • Work in Teams on Training Proposal <p>Week 7</p> <ul style="list-style-type: none"> • Chapters 9-10 (Employee Development & Special Issues) • Training Presentations • Work in Teams on Training Proposal <p>Week 8</p> <ul style="list-style-type: none"> • Chapter 11-12 (Careers, Career Management, and Special Challenges) • Training Presentations & Work in Teams on Training Proposal • Prepare for Final Exam <p>Week 9</p> <ul style="list-style-type: none"> • Chapter 13 (Future of Training and Development) • Final Exam (all material) • Training Presentations – if necessary • Training Proposals Due & Presentations by Teams
<p>Additional Information</p>	<p style="text-align: center;">STRUCTURED LEARNING EXPERIENCE</p> <p>The purpose of the structured learning experience is to simulate the real world experience of the training professional in the classroom. The presentation provides the opportunity for the student to demonstrate their understanding and application of basic training and development competencies.</p> <p>Presentations will be approximately 15 minutes long and will include demonstration of nine competencies:</p> <ul style="list-style-type: none"> • Introduction • Organization • Learning Objectives

- Adult Learning
- Content
- Verbals
- Non-Verbals
- Visual Aids/Handouts
- Time Management

Students may choose the topic for their training presentation.

TRAINING PROPOSAL

The purpose of the training proposal is to provide the students the opportunity to apply training theory to solve an organizational problem. The proposal also gives the students the real world opportunity of working together in a team to accomplish a project.

The Training Proposal should consider the use of the Training for Impact approach. It should also include the use of at least two outside resources for research in addition to the including the following sections:

1. Background Information

- Demographics
- Business Need
- Client
- Documentation of the Initial Project Meeting and Agreement Reached

2. Needs Analysis – Recommendation

- Type of Needs Analysis
- Sources of Data
- Methodology
- Data tabulation, interpretation
- Agreement Reached with the client at the Second Meeting

3. Objectives of the Program (Broad Objectives and Learning Objectives)

4. Program Content

- Lesson Plans

5 Budget

6 Evaluation Process (which level(s) and the process to be used)

7. Program Benefits

8. Bibliography/Resources

9. Appendices (samples of forms used)

The Training Proposal should be of sufficient length to cover the subject.