Course Syllabus
Human Resource Training and Development
HRPO 1302

Professor Karen Overton

Semester: Spring 2015
CRN: 46427

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TEXTBOOK: ****Blanchard, P. and James Thacker, Effective Training: Systems, Strategies and Practices, Fifth Edition, Upper Saddle River, New Jersey, Prentice Hall, 2013…5th Edition. ISBN:9780132729048**

Office Location and Hours:

Feel free to contact me with any problem in this course.

Course Location/Times Distance Education	Distance…All course information will be posted on EO2. All testing and assignments are online, EO2.
Course Semester Credit Hours (SCH)	Credit Hours 3.00 Lecture Hours 3.00
Total Course Contact Hours	48
Course Length (Number of weeks):	16 Weeks

Type of Instruction	Distance Education Assignments and testing schedule will be posted on first week of class via course's home page on EO2.

Course Description:	An overview of the human resource development function specifically concentrating on the training and development component. Topics include training as related to organizational mission and goals; budgeting; Assessment; design, delivery, evaluation, and justification of training. Included are new trends in training, including distance and virtual education.

Course Prerequisite(s)	None

Academic Discipline/CTE Program Learning Outcomes	1. Identify essential management skills necessary for career success. 2. Describe the relationships of social responsibility, ethics, and law in business. 3. Construct a business plan. 4. Examine the role of strategic human resource planning in support of organizational mission and objectives. 5. Describe the impact of corporate culture and atmosphere on employee behavior.

Course Student Learning Outcomes (SLO): 4 to 7	1. To learn the role training and development play in today's world. 2. To develop the ability to develop both group and one-on-one training activities. 3. To develop an ability to work in teams and produce a workable training module. 4. To appreciate the role communications play in all training endeavors. 5. To explore training and development products that are currently being used in business.

Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)	**To learn the role training and development play in today's world.** **To develop the ability to develop both group and one-on-one training activities.** **To develop an ability to work in teams and produce a workable training module.** **To appreciate the role communications play in all training endeavors.** **To explore training and development products that are currently being used in business.**

SCANS and/or Core Curriculum Competencies: If applicable	SCANS **To learn the role training and development play in today's world.** Foundation Skills - Basic -Reading Foundation Skills - Basic -Writing **To develop the ability to develop both group and one-on-one training activities.** Foundation Skills - Basic -Reading Foundation Skills - Basic -Writing **To develop an ability to work in teams and produce a workable training module.** Foundation Skills - Basic -Reading Foundation Skills - Basic -Writing **To explore training and development products that are currently being used in business.** Foundation Skills - Basic -Reading Foundation Skills - Basic -Writing
Instructional Method:	**Distance (100%)** All assignments and tests are conducted online. Distance (100%) **All assignments and tests will be conducted online.**
Student Assignments	**To learn the role training and development play in today's world.** **To develop the ability to develop both group and one-on-one training activities.** **To develop an ability to work in teams and produce a workable training module.** **To appreciate the role communications play in all training endeavors.** **To explore training and development products that are currently being used in business.**
Student Assessment(s)	**To learn the role training and development play in today's world.** **To develop the ability to develop both group and one-on-one training activities.** **To develop an ability to work in teams and produce a workable training module.** **To appreciate the role communications play in all training endeavors.** **To explore training and development products that are currently being used in business.**

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W (Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

Instructor Grading:

- **Test One….Chapters 1 through 3 … Dates: TBA**

- **Test TWO…Chapters 4 through 8… Dates: TBA**

- **Test Three…Chapters 9 through 11…Dates:TBA**

- **Dates for tests will be posted on course's home page, EO2 on first week of class.**

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- **Test Averages…Lowest test grade dropped…..40%**
- **Project   20%**
- **Syllabus Test   20%**
- **Final Exam…Chapters 1 through 11   20%**

TOPICS

Chapter 1 TRAINING IN ORGANIZATIONS
Overview of Training
Trends in Training
Career Opportunities in Training
Important Concepts and Meanings
Focus on Small Business
Chapter 2 ALIGNING TRAINING WITH STRATEGY
Overview
Strategic Planning
OD, Strategy, and Training
Putting It All Together
Focus on Small Business

Chapter 3 LEARNING, MOTIVATION, AND PERFORMANCE
A Few Words about Theory
Understanding Motivation and Performance
Understanding Learning
Social Learning Theory
Aligning Training Design with Learning Process
Motivation to Learn
Training That Motivates Adults to Learn

Chapter 4 NEEDS ANALYSIS
Why Conduct a Training Needs Analysis?
When to Conduct a TNA
The TNA Model
Where to Look for OPGs
The Framework for Conducting a TNA
Output of TNA
Approaches to TNA
Focus on Small Business
TNA and Design

Chapter 5 TRAINING DESIGN
Introduction to the Design of Training
Organizational Constraints
Developing Objectives
Why Use Training Objectives?
Facilitation of Learning: Focus on the Trainee
Facilitation of Learning: Focus on Training Design
Facilitation of Transfer: Focus on Training
Facilitation of Transfer: Focus on Organizational Intervention
Focus on Small Business
Outcomes of Design

Chapter 6 TRADITIONAL TRAINING METHODS
Overview of the Chapter
Matching Methods with Outcomes
Lectures and Demonstrations
Games and Simulations
On-the-Job Training
Summary of Methods and When to Use Them
Audiovisual Enhancements to Training

Chapter 7 ELECTRONIC TRAINING METHODS
Overview of the Chapter
Electronic Training (ET) and Its Components
ET Design and Development
Strengths and Limitations of ET

Chapter 8 DEVELOPMENT AND IMPLEMENTATION OFTRAINING
Development of Training
Implementation
Transfer of Training
Chapter 9 EVALUATION OF TRAINING
Rationale for Evaluation
Resistance to Training Evaluation
So We Must Evaluate
Types of Evaluation Data Collected
Focus on Small Business

Chapter 10 KEY AREAS OF ORGANIZATIONAL TRAINING
Overview
Orientation Training (Onboarding)
Diversity Training
Sexual Harassment Training
Team Training
Cross-Cultural Training
Other Training Programs and Issues

Chapter 11 EMPLOYEE AND MANAGEMENT DEVELOPMENT
Employee Development
Management Development
Our Approach to Management Development
General Overview of the Managerial Job
General Characteristics of Managers
Integration: Strategies and Management Characteristics
Management Development Implications
Sources of Knowledge/Skill Acquisition
Training for Executive-Level Management
Focus on Small Business

HCC Policy Statement: Access Student Services Policies
http://hccs.edu/student-rights

STUDENT INFORMATION HANDBOOK: HTTP://WWW.HCCS.EDU

STUDENTS WILL DISABILITIES: http://www.hccs.edu

ONLINE TUTORING: http://hccs.askonline.net/

HCC Policy Statement:

Access Student Services Policies on their Web site: http://hccs.edu/student-rights

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site: http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site: http://hccs.edu/CE-student-guidelines