



Course Syllabus  
Human Resource Training and Development  
**HRPO 1302**  
Professor Karen Overton

Semester: Summer 2<sup>nd</sup> - 2015  
CRN: 61428

Email: Eagle 2.0 address through the course

**Textbook:**

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

**Office Location and Hours:**

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

**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 3.00**  
**Credit Hours (SCH) Lecture Hours 3.00**

**Total Course Contact Hours 48**

**Course Length (Number of weeks): 8 Weeks**

|   |  |
|---|--|
| <b>Type of Instruction</b>  | Distance Education<br>Assignments and testing schedule will be posted on first week of class via course's home page on EO2.  |
| <b>Course Description:</b>  | An overview of the human resource development function specifically concentrating on the training and _development component. Topics include training as related to organizational mmission and goals; budgeting; Assessment; design, delivery, evaluation, and justification of training. Included are new trends in training, including distance and virtual education.  |
| <b>Course Prerequisite(s)</b>   | None   |
| <b>Academic Discipline/CTE Program Learning Outcomes</b>  | <ol style="list-style-type: none"> <li>1. Identify essential management skills necessary for career success.</li> <li>2. Describe the relationships of social responsibility, ethics, and law in business.</li> <li>3. Construct a business plan.</li> <li>4. Examine the role of strategic human resource planning in support of organizational mission and objectives.</li> <li>5. Describe the impact of corporate culture and atmosphere on employee behavior.</li> </ol>                        |
| <b>Course Student Learning Outcomes (SLO): 4 to 7</b>   | <ol style="list-style-type: none"> <li>1. To learn the role training and development play in today's world.</li> <li>2. To develop the ability to develop both group and one-on-one training activities.</li> <li>3. To develop an ability to work in teams and produce a workable training module.</li> <li>4. To appreciate the role communications play in all training endeavors.</li> <li>5. To explore training and development products that are currently being used in business.</li> </ol> |
| <b>Learning Objectives (Numbering system should be linked to SLO – e.g., 1.1, 1.2, 1.3, etc.)</b> | <p><b>To learn the role training and development play in today's world.</b></p> <p><b>To develop the ability to develop both group and one-on-one training activities.</b></p> <p><b>To develop an ability to work in teams and produce a workable training module.</b></p> <p><b>To appreciate the role communications play in all training endeavors.</b></p> <p><b>To explore training and development products that are currently being used in business.</b></p>                                |

**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.**

\*\*\*\*\*

- **Test Averages...Lowest test grade dropped..... 40%**  
**Three tests are given and lowest grade is dropped**
- **Attendance...TBA** **20%**
- Syllabus Test** **20%** ○
- Final Exam...Chapters 1 through 11** **20%**
- 100**
- %**

## 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 OF TRAINING**

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](http://www.hccs.edu)

**STUDENTS WITH 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](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>