



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

SEMSTER - FALL 2016
CRN: 15660 and 15629

Email: Karen.overton@hccs.edu

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 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 End December 11, 2016

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 functions 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.)	<p>To learn the role training and development play in today's world.</p> <p>To develop the ability to develop both group and one-on-one training activities.</p> <p>To develop an ability to work in teams and produce a workable training module.</p> <p>To appreciate the role communications play in all training endeavors.</p> <p>To explore training and development products that are currently being used in business.</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	4pointspersemesterhour
B = 89 - 80:	3pointspersemesterhour
C = 79 - 70:	2pointspersemesterhour
D = 69 - 60:	1pointpersemesterhour
59 and below = F	0pointspersemesterhour
IP (In Progress)	0pointspersemesterhour
W (W ithdrawn)	0pointspersemesterhour
I(Incomplete)	0pointspersemesterhour
AUD (Audit)	0pointspersemesterhour

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:

ALL TESTS ONLINE

- **Test One....Chapters 1 through 3**
- ... ○ **Test TWO...Chapters 4 through 8**
- **Test Three...Chapters 9 through 11...**
- **Dates for tests will be posted on course's home page, CANVASS on first week of class.**

- **Test Averages...Lowest test grade dropped.....**

40% Three tests are given and lowest grade dropped

40%

- **Project** **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

The professor have the right to make changes to the class schedule, and student will be notified before any changes. Changes will be sent via email, so it is important to read your emails weekly.

See HCC website for Title IX policy: www.hccs.edu

CLASS CALENDAR WITH SPECIFICS WILL BE POSTED ON CANVASS ON September 19, 2016....

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>

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

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