



HRS 443: Training and Development

Student Syllabus for the Adult Degree Programs

Course Description

Students in this course study theories, concepts, and processes that are used to develop, implement, and sustain training programs in organizations. As part of the course, students examine the principles for establishing effective training and development methods, including design, delivery, and assessment. The major project for this course is the creation of a training and development plan that is applied to an organization.

Course Introduction

Changes in technology require that employees gain new skills and education. To remain competitive in a global economy, employers need to provide training and development programs in order to equip their employees to adapt to these changes. The principles for establishing effective training and development methods include design, delivery, and assessment.

This course will explore what contemporary management literature has termed the learning organization – an organization whose multiple arenas (technology and structures, human processes and resources, and strategy) are poised to anticipate change. The focus of the course will be on components of training and development programs, which involve the transfer of knowledge, skills, and/or attitudes to organizational members.

Working with a text of practical guidelines by an experienced consultant, students will employ a general program design model to structure an actual (or hypothetical) training sequence that includes needs analysis, objective setting, developing and implementing content, transferring learning, and evaluating effectiveness. A major theme in the course addresses adult learning and motivation, drawing on contemporary research and on the age-old wisdom of the Christian story and the Master teacher.

Students will be encouraged to reflect on theories, concepts, and processes from previous courses that relate to assessing, developing, implementing, and sustaining ongoing training and development in organizations.

The major project for this course will be the creation of a training and development program that can be implemented within an organization, integrating components from the program design model outlined in the textbook.

Course Outcomes

Upon completion of this course, the learner will be able to:

1. Understand the need for organizations and business professionals to establish programs that support the ongoing training and development needs of employees.
2. Articulate the benefits that organizations can obtain by establishing a culture of learning.
3. Understand the dynamics involved in developing and sustaining effective organizational training and development programs.
4. Design an appropriate training and development program that supports successful outcomes of employees in order to ensure that organizations remain competitive in a global economy.
5. Understand the Biblical worldview aspects of planning, order, and deliberation as they relate to training and development.

Course Texts

Blanchard, P. N., & Thacker, J. W. (2013). *Effective training: Systems, strategies, and practices* (5th ed.). Pearson.
ISBN-13: 978-0132729048
ISBN-10: 0132729040

Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact

the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

The Grading System in the ADP

The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

Policy on Academic Honesty

Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit www.plagiarism.org in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

Turnitin Policy

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

Participation Policy

In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Quizzes (4)	35 points each	140 points
Training Program Components (5)	60 points each	300 points

Oral Presentation	One Submission	100 points
Applied Summary Project: Training Program	One Submission	200 points
Total		950 points

Assignment Descriptions

Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- b. Part 2 – Respond back to your instructor’s post. In addition, post a response to at least two of your fellow classmates’ postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates’ questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

NOTE: How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is **REQUIRED** as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the “Interacting in the Online Environment” section in the ADP Student Handbook.

Quizzes

During this course, there will be four quizzes that cover the essential elements of the text and help students review and identify important facets of human resources. These quizzes will include multiple choice questions.

- Session 2 – Students will take an online quiz on Chapter 1 and Chapter 3 of the text (35 points)
- Session 4 – Students will take an online quiz on Chapters 4-5 of the text (35 points)
- Session 5 – Students will take an online quiz on Chapters 6-7 of the text (35 points)
- Session 7 – Students will take an online quiz on Chapters 8-9 of the text (35 points)

Students will be allowed to consult their text and notes when taking online quizzes. However, quizzes will be timed, and students will need to have a working knowledge of the material before taking the quiz. There will simply not be enough time to “look up” every answer in your text.

If a student does not take the quiz by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

Oral Presentation

For Session 8, students will prepare a 5-7 minute oral presentation. This presentation will provide an overview of the student’s training program as it was designed for the final project.

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in the Moodle classroom. Your fellow classmates and instructor will be able to view your presentation and make comments. If you need further instructions for recording an audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

Students should address each of the following training program components in their presentation:

1. Analysis
2. Design
3. Development
4. Implementation
5. Evaluation
6. Personal reflection on how the topic impacts them personally in either a current or former job
7. How a Christian worldview could better impact the issue within an organization

After uploading your presentation, watch 5 of your classmates' presentations. Give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

Applied Summary Project: Training Program

Throughout this course, students will design a training program for an organization. Utilizing the ADDIE model, presented in the course text, students will complete this project in components each representing a part of the model. In Sessions 3-7, students will submit a portion of their training program to the instructor for a grade and feedback, allowing the instructor to help guide the student to the completed project in Session 8.

In addition to an analysis of current literature on this subject, students should present a personal reflection on how this topic impacts them personally in either a current or former job. Finally, students should be willing to show how a Christian worldview could better impact this issue within an organization. These final additions to the Applied Summary Project should be 2-3 pages in length.

In total, the final Applied Summary Project should be 10-14 pages in length (not including cover sheet, table of contents, or reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Applied Summary Project: Training Program is due by 11:55 pm (EST) Saturday Session 8.

Professional Skills in Your Online Courses

All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

Coaching Skills



Ability to motivate and empower individuals and groups to greater participation, commitment, and high standards of performance

Consultation Skills



Skillful in seeking outside opinions and thoughts to synthesize into one's desired course of action

Organization/ Planning Skills



Skillful in creating a strategic vision and motivating others to achieve excellence in performance

Collaboration Skills



Skillful in collaborating with others to identify problems, provide advice, and develop agreeable solutions

Training Skills



Skillful in developing and helping individuals and groups achieve personal and professional goals