

**Course Number:** BA 4700

**Course Title:** Training and Development

**Course Description:**

Processes, methods, theories, and current practices of training and development activities in business and corporate settings. Human resources development practices which facilitate learning and change to enhance organizational objectives. 3 credit hours. (3 plus 0)

**Prerequisites:** BA 2410.

**Credit hours:** 3

**Learning Outcomes:**

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

1. Explain the evolution of the training and development role in business organizations and the forces that influence workforce learning.
2. Describe the key fundamentals of training and development such as needs assessment, transfer of training, learning environment design, methods, and evaluations.
3. Describe and use effective training and development strategies to enhance business organizational effectiveness.
4. Discuss the changes that have implications for use of training systems in the future workforce.
5. Participate in practical training and development case studies and make learning applications.

# INDIANA**TECH**

## BA 4700 Training and Development Online Course Syllabus

### Instructor Information

Please see Professor Profile at the Blackboard instructional site.

### Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

### Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

### Textbook

Noe, R. A. (2017). *Employee training & development* (7th ed.). New York, NY: McGraw-Hill Education.

### Grading Events & Grading Criteria

**Unless otherwise specified, all assignments must be submitted via Blackboard.**

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Grading Event	Qty	Points	Total Points
Course Preparation Quiz	1	10	10
Discussion Board Initial Post	5	10	50
Discussion Board Responses	5	10	50
Top Companies for Training Assignment	1	25	25
Module Assignments	5	25	125
Case Studies	4	50	200
Career Development Assignment	1	25	25
Development Planning Assignment	1	25	25
Total Points			510

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## Assignments

Each weeks' assignments will include:

- Reading the assigned chapters
- Watching/Listening to the associated Lecture-PowerPoint Presentation
- Writing an initial discussion board post
- Writing a discussion board response
- Completing the module assignments

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93%-100%	A	80%-82%	B-	70%-72%	C-
90%-92%	A-	77%-79%	C+	60%-69%	D
87%-89%	B+	73%-76%	C	Below 60%	F
83%-86%	B				

## Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

## Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
  - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
  - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
  - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated University authority.

### **Course Related Communication**

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to [OnlineSupport@IndianaTech.edu](mailto:OnlineSupport@IndianaTech.edu) with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor

### **Learning Objective-Driven Course Content**

Learning Objective-Driven Content Each module has a major goal for that module to help frame course learning; these major goals build from the learning objectives for the course reported in the university's course catalog. Each chapter listed in each module is designed to satisfy the established major goal listed for that module

#	Objective	
1	Explain the evolution of the training and development role in business organizations and the forces that influence workforce learning.	<p>Chapter 1: Introduction to Employee Training and Development</p> <ul style="list-style-type: none"> <li>• Training and Development: Key Components of Learning</li> <li>• Designing Effective Training</li> <li>• The Forces Influencing Working and Learning</li> <li>• Globalization</li> <li>• Focus on Links to Business Strategy</li> <li>• Changing Demographics and Diversity of the Workforce</li> <li>• Generational Differences</li> <li>• Talent Management</li> <li>• Customer Service and Quality Emphasis</li> <li>• New Technology</li> </ul> <p>Chapter 2: Strategic Training</p> <ul style="list-style-type: none"> <li>• The Evolution of Training: From an Event to Learning</li> <li>• Learning as a Strategic Focus</li> <li>• The Learning Organization</li> <li>• Implications of Learning for Human Capital Development</li> <li>• The Strategic Training and Development Process</li> <li>• Business Strategy Formulation and Identification</li> <li>• Identify Strategic Training and Development Initiatives That Support the Strategy</li> <li>• Provide Training and Development Activities Linked to Strategic Training and Development Initiatives</li> <li>• Identify and Collect Metrics to Show Training Success</li> <li>• Examples of the Strategic Training and Development Process</li> <li>• Organizational Characteristics That Influence Training</li> </ul>

<p>2</p>	<p>Describe the key fundamentals of training and development such as needs assessment, transfer of training, learning environment design, methods, and evaluations.</p>	<p>Chapter 3: Needs Assessment</p> <ul style="list-style-type: none"> <li>• Why Is Needs Assessment Necessary?</li> <li>• Who Should Participate in Needs Assessment?</li> <li>• Methods Used in Needs Assessment</li> <li>• The Needs Assessment Process</li> <li>• Organizational Analysis</li> <li>• Person Analysis</li> <li>• Basic Skills</li> <li>• Age and Generation</li> <li>• Task Analysis</li> <li>• Competency Models</li> <li>• Scope of Needs Assessment</li> <li>• Needs Assessment in Practice</li> </ul> <p>Chapter 4: Learning and Transfer of Training</p> <ul style="list-style-type: none"> <li>• Learning Theories</li> <li>• Reinforcement Theory</li> <li>• Social Learning Theory</li> <li>• Goal Theories</li> <li>• Need Theories</li> <li>• Expectancy Theory</li> <li>• Adult Learning Theory</li> <li>• Information Processing Theory</li> <li>• Transfer of Training Theory</li> <li>• The Learning Process</li> <li>• Mental and Physical Processes</li> <li>• The Learning Cycle</li> <li>• Implications of the Learning Process and Transfer of Training for Instruction</li> </ul>
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<p><b>3</b> Describe and use effective training and development strategies to enhance business organizational effectiveness.</p>	<p>Chapter 5: Program Design</p> <ul style="list-style-type: none"><li>• Considerations in Designing Effective Programs</li><li>• Selecting and Preparing the Training Site</li><li>• Choosing Trainers</li><li>• How Trainers Can Make the Training Site and Instruction Conducive to Learning</li><li>• Curriculum, Course, and Lesson Design</li><li>• Curriculum Road Map</li><li>• How to Choose a Vendor or Consultant for Training Services</li><li>• Program Design Implications of Transfer of Training</li><li>• Using Knowledge Management for Learning and Transfer of Training</li></ul> <p>Chapter 6: Training Evaluation</p> <ul style="list-style-type: none"><li>• Reasons for Evaluating Training</li><li>• Formative Evaluation</li><li>• Summative Evaluation</li><li>• Overview of the Evaluation Process</li><li>• Outcomes Used in the Evaluation of Training Programs</li><li>• Return on Investment</li><li>• Determining Whether Outcomes Are Appropriate</li><li>• Relevance</li><li>• Reliability</li><li>• Discrimination</li><li>• Practicality</li><li>• Evaluation Practices</li><li>• Types of Evaluation Designs</li></ul> <p>Chapter 7: Traditional Training Methods</p> <ul style="list-style-type: none"><li>• Presentation Methods</li><li>• Lecture</li><li>• Audiovisual Techniques</li><li>• Hands-on Methods</li><li>• On-the-job training (OJT)</li><li>• Self-Directed Learning</li><li>• Choosing a Training Method</li></ul>
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4	Discuss the changes that have implications for use of training systems in the future workforce.	<p>Chapter 11: The Future of Training and Development</p> <ul style="list-style-type: none"> <li>• Training for Sustainability</li> <li>• Increased Use of New Technologies for Training Delivery and Instruction</li> <li>• Breakthroughs in Neuroscience About Learning</li> <li>• Increased Emphasis on Speed in Design, Focus on Content, and Use of Multiple Delivery Methods</li> <li>• Increased Use of Stakeholder-Focused Learning, Training Partnerships, and Outsourcing Training</li> </ul>
5	Participate in practical training and development case studies and make learning applications.	<p>Chapter 8: Technology-Based Training Methods</p> <ul style="list-style-type: none"> <li>• Technology’s Influence on Training and Learning</li> <li>• Technology Facilitates Collaboration</li> <li>• Technology Creates a Dynamic Learning Environment</li> <li>• Technology Gives Learner’s Control</li> <li>• Computer-Based Training, Online Learning, Web-Based Training, E-Learning</li> <li>• Developing Effective Online Learning</li> <li>• Needs Assessment</li> <li>• Technology for Collaboration and Linking</li> </ul> <p>Chapter 9: Employee Development and Career Management</p> <ul style="list-style-type: none"> <li>• The Relationship Among Development, Training, and Careers</li> <li>• Reality Check</li> <li>• Goal Setting</li> <li>• Action Planning</li> <li>• Examples of Career Management and Development Systems</li> <li>• Approaches to Employee Development</li> </ul>

**Examples of Performance at Each Grade Range:**



**Examples of performance at each grade level have been provided by:**

Elder, L., & Paul, R. (2014). *How to improve student learning*. Tomales, CA: The Foundation for Critical Thinking.

## **The Grade of A**

**The essence of A-level work is that it demonstrates excellence overall, with no major weaknesses.**

- A-level work implies excellence in thinking and performance within the domain of a subject and course.
- It also implies development of a range of knowledge acquired through critical thought.
- The work at the end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning.
- In A-level work, terms and distinctions are used effectively.
- The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
- The A-level student usually analyzes issues clearly and precisely; usually formulates information clearly; usually distinguishes the relevant from the irrelevant; usually recognizes key questionable assumptions; usually clarifies key concepts effectively; typically uses language in keeping with educated usage; frequently identifies relevant competing points of view; and shows a general tendency to reason carefully from clearly stated premises, as well noticeable sensitivity to important implications and consequences.
- A-level work displays excellent reasoning and problem-solving skills.
- The A student's work is consistently at a high level of intellectual excellence.

### **Intellectual standards of 3 Cs: Critical thinking, creativity, and continual learning:**

“The student displays achievements within each [critical thinking, creativity, and continual learning] outcome as evidenced with the following frequency and depth: typically and characteristically, and with depth of understanding (earning 90% to 100% of the grading event's point value)” (Elder & Paul, 2007).

## **The Grade of B**

**The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It has some distinctive weaknesses, though no major ones.**

- The grade of B implies sound thinking and performance within the domain of a subject and course.
- It also implies development of a range of knowledge acquired through critical thought, though this range is not as high as A-level work.
- B-level work at the end of the course is, on the whole, clear precise, and well-reasoned, though with occasional lapses into weak reasoning.
- On the whole, terms and distinctions are used effectively.
- The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
  
- The student often analyzes issues clearly and precisely; often formulates information clearly; usually distinguishes the relevant from the irrelevant; often recognizes key questionable assumptions; usually clarifies key concepts effectively; typically uses language in keeping with educated usage; frequently identifies relevant competing points of view.
- It shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences.
- B-level work displays good reasoning and problem-solving skills.

**Intellectual standards of 3 Cs: Critical thinking, creativity, and continual learning:**

“The student displays achievements within each outcome as evidenced with the following frequency and depth: often, but inconsistently and sometimes superficially (earning 80% to 89% of the grading event’s point value)” (Elder & Paul, 2007).

**The Grade of C**

**The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths.**

- The grade of C implies some development of knowledge acquired through critical thought.
- C-level work at the end of the course shows some emerging thinking skills within the subject, but also pronounced weaknesses.
- Though some assignments are reasonably well done, others are poorly done; or at best are mediocre.
- There are more than occasional lapses in reasoning.
- Thought terms and distinctions are sometimes used effectively, sometimes they are used quite ineffectively.
- Only on occasion does C-level work display a mind taking charge of its own ideas, assumptions, inferences, and intellectual processes.
- Only occasionally does C-level work display intellectual discipline and clarity.
- The C-level student only occasionally analyzes clearly and precisely; formulates information clearly; distinguishes the relevant from the irrelevant; recognizes key questionable assumptions; clarifies key concepts effectively; uses language in keeping with educated usage; identifies relevant competing points of view; reasons carefully from clearly states premises; or recognizes important implications and consequences.
- Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it.
- On the whole, C-level work shows only modest and inconsistent reasoning and problem-solving skills and sometimes displays weak reasoning and problem-solving skills.

**Intellectual standards of 3 Cs: Critical thinking, creativity, and continual learning:**

“The student displays achievements within each outcome as evidenced with the following frequency and depth: sometimes, but with limited understanding (earning 70% to 79% of the grading event’s point value)” (Elder & Paul, 2007).

**The Grade of D**

**The essence of D-level work is that it demonstrates only a minimal level of understanding and skill in the subject.**

- The grade of D implies poor thinking and performance within the domain of a subject and course.
- On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- On the whole, the student is not developing the skills of thought and knowledge requisite to understanding course content.
- Most assignments are poorly done.
- There is little evidence that the student is critically reasoning through assignments.
- Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it.
- D work rarely shows any effort to take charge of ideas, assumptions, inferences, and intellectual processes.
- In general, D-level thinking lacks discipline and clarity.
- In D-level work, the student rarely analyzes issues clearly and precisely; almost never formulates information clearly; rarely distinguishes the relevant from the irrelevant; rarely recognizes key questionable assumptions; almost never clarifies key concepts effectively; frequently fails to use language in keeping with educated usage; only rarely identifies relevant competing points of view; and almost never reasons carefully from clearly stated premises; or recognizes important implications and consequences.
- D-level work does not show good reasoning and problem-solving skills and frequently displays poor reasoning and problem-solving skills.

**Intellectual standards of 3 Cs: Critical thinking, creativity, and continual learning:**

“The student displays achievements within each outcome as evidenced with the following frequency and depth: rarely (earning 60% to 69% of the grading event’s point value)” (Elder and Paul, 2007).

**The Grade of F**

**The essence of F-level work is that the student demonstrates a pattern of unskilled thinking and/or fails to do the required work of the course.**

- The student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- The student is not developing the skills of thought and knowledge requisite to understanding course content.
- Here are typical characteristics of the work of a student who receives an F.
- A close examination reveals:
- The student does not understand the basic nature of what it means to think within the subject of the discipline, and in any case does not display the thinking skills and abilities which are at the heart of the course.
- The work at the end of the course is vague, imprecise, and unreasoned as it was in the beginning.
- There is little evidence that the student is genuinely engaged in the task of taking charge of his or her thinking.
- Many assignments appear to have been done pro forma, the student simply going through the motions without really putting any significant effort into thinking his or her way through them.
- Consequently, the student is not analyzing issues clearly; not formulating information clearly; not accurately distinguishing the relevant from the irrelevant; not identify key questionable assumptions; not clarifying key concepts; not identifying relevant competing points of view; not reasoning carefully from clearly stated premises; or tracing implications and consequences.
- The student's work does not display discernible reasoning and problem-solving skills.

**Intellectual standards of 3 Cs: Critical thinking, creativity, and continual learning:**

"The student displays achievements within each outcome as evidenced with the following frequency and depth: virtually never (earning less than 60% of the grading event's point value)" (Elder & Paul, 2007).