

Course Syllabus

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Course Description

This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results. Students may focus on developing a training or development program for an F-X competence, or on their experience of training for an H-2-X competence.

Everyone needs to learn throughout their lives. Every employee needs to learn – whether it is orienting a new person to a new job and company, teaching people how to use new equipment, improving the performance of someone who just doesn't have the skills they need to succeed, or getting people ready to fill a higher level position. Training and development are ubiquitous in organizations. People are always learning.... One hopes!

But how does an organization, a manager, or an employee him/herself help people gain knowledge, skills and abilities that they need? How do you know what knowledge or skills are really needed? How do you know the best way to help people develop those skills or that knowledge? What if the problem is an attitude that has to change – can you do that? How do you help people not only learn the information or skills, but actually apply them to the job or organization, to make a difference? How you know how effective the training is?

This class will not teach you everything about training and development. It is designed to help you learn the essentials – a systematic approach that you can use in any organization, or in your own life. You can delve deeper into any of the areas that we will address.

Course Learning Goals

After completing this course, you will be able to:

- Apply a systematic approach to training and development, starting with needs assessment and ending with evaluation
- Describe theories about how people learn and apply that learning to change their behavior. With employee training, the goal is not just to develop new

competencies; it's to use them

- Describe different approaches to training and development, and be able to identify which ones are most useful for which kinds of knowledge, skills, abilities or attitudes
- Describe and apply processes to support long-term behavior change – the transfer of new knowledge to work
- Describe how to evaluate the success of training and development

You will learn and apply all of these concepts. However, you won't learn them all in great detail, because every application is different.

If you opt to address an F-X competence, you will be able to:

- identify and plan appropriate training solutions to individual or group performance gaps

If you opt to address an H-2-X competence, you will be able to:

- use two or more theories of human development to analyze your own experiences of training or development in an organization.

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement and Criteria
FX	Can Identify and plan appropriate training solutions to individual or group performance gaps Describe processes for assessing training needs Identify training solutions to meet various needs Plan procedures to evaluate training success
H2X	Can use two or more theories of human development in the analysis of one's experiences in an organization. Describes two or more theories of organizational or employee development and change Describes an experience with training or development in an organization that can be explained by these theories Applies (1) to (2) and to one's own experiences

Course Resources

To buy your books, go to "<http://www.mbsdirect.net/>"

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading

Noe, R. (2010). Training and development. (5th Ed.). New York: McGraw-Hill/Irwin. ISBN 978-0-07-35034-5

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
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B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Structure

This course consists of 5 modules. The estimated time to complete each module is one week.

Week, Module # and Title	Readings	Assignments
Week 1, Module 1: Needs Assessment	Noe, Ch. 1 (pp. 1-34 only), ch. 3	1.1 Training Needs Analysis 1.2 Case 1: Is This The Right Training? 1.3: Term Project: Identify Your Setting
Week 2, Module 2: How People Learn	Noe Ch. 4 (pp. 138 – 165 only)	2.1 How Do People Learn and Change? 2.2 Case 2: Should This Training Work? (Group) 2.3 Term Project: Part 1 Needs Analysis
Week 3, Module 3: Training Approaches	Noe Chs. 7, 8	3.1: Training & Developing Approaches 3.2 Case 3: Can I Help You? Term Project: Part 2 - Analyze Training & 3.3 Development Approaches
Week 4, Module 4: Long Term Change	Noe Chs. 5, 9	4.1 Walking the Talk: Transfer to the job 4.2: Case Analysis: Off to College (Group) 4.3 Term Project: Part 3: Analyze Transfer and Change
Week 5, Module 5: Assessing Training Success	Noe Ch.6	5.1: Evaluating Training and Success Outcomes 5.2: Term Project (Final)

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Grading	% of Final Grade
Weekly Discussion	20%
Weekly mini cases and application (40%)	
Needs Assessment	10%
Theories of Learning & training (group)	10%
Training approaches	10%
Development and transfer (group)	10%
Research Paper (40%)	
Section 1 draft	5%
Section 2 draft	5%
Section 3 draft	5%
Final draft-revised after feedback	25%
Total	100%

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as appropriate, in all-class discussions and in group activities.

Points are deducted for late work.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Group Work

This class has four case analyses; two of them will be conducted in small groups. The goal is to help you view aspects of training and development from a broader perspective, informed by the ideas and approaches of a few other students. It also allows you the chance to get to know a few other students better.

However, sometimes groups are problematic because all members don't fully participate. To help ensure that everyone is evaluated fairly – that is, people don't get to

"free ride" on others' work – the grades for the group projects will be affected by your assessment of your group mates. Each person will evaluate all other group members on a scale of 0-100. If each person contributes roughly the same amount, everyone gets 100%. However, if one person provides around half the input as others, you would assign that person a score of 50% for the group work. Each person's group grade will be a multiplicative combination of the grade for the assignment and the team score.

Here is an example. Assume a group project receives a score of 9.5 out of 10, or 95%. Three of the members contributed equally, but one member did very little work. The Group Contribution scores look like this:

Group Contribution Score	Student 1's Scores for Other Group Members	Student 2's Scores for Other Group Members	Student 3's Scores for Other Group Members	Student 4's Scores for Other Group Members	Average Score Received
Student 1	--	100%	100%	100%	100%
Student 2	50%	--	25%	75%	50%
Student 3	100%	100%	--	100%	100%
Student 4	100%	100%	100%		100%

Students 1, 3 and 4 would receive 100% of 95%.

Student 2 would receive 50% of 95%, or 47.5%

If the scores for a student averaged to 10%, then that student would receive a score of 9.5%. Whatever the average score given by the team-mates is, that number will be multiplied by the project score for each person's individual grade.

Final Project

Final projects are graded twice. Each of the first 4 sections are assessed and given feedback. Each of these is only worth 5% of your overall grade, but the feedback should help you improve your final project. You should revise each section based on that feedback, add the last section, and integrate them all into the final project.

The final project will be evaluated on the following basis for each section:

1	Minimal or no information provided
2	Many errors in application of concepts; little attention to learning theories, and significant elements left out
3	Generally accurate application of a few concepts; some reference to rationale for decisions
4	Generally accurate application of a solid range of concepts, with consistent rationale for decisions and reference to learning theories
5	Nuanced, clear and accurate applications of a wide range of concepts including reference to learning theories and rationale for decisions

In addition, the mechanics of writing (grammar, spelling, punctuation, clarity, organization) will be assessed using this rubric:

1	Consistently poor mechanics, disorganized
2	Many mistakes in mechanics, reasonably well organized
3	Some mistakes in mechanics; well organized
4	Very few mechanical errors, well organized, using appropriate headers

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/index.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve "interactions" — interviewing and or observing other people — discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local

Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no "harm" —physical, mental, or social— does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>.

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least FOUR times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact your course instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion instructor and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Beth Rubin and staff of SNL Online at DePaul University.

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