Course Description

Study of current trends in human resource training and development with application to diverse organization environments and labor practices.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe the phases in the training processes model, and examine how training relates to HRD and strategic process planning.
2. Identify and summarize major learning, performance, and motivational theories, and apply theoretical concepts to training development.
3. Explain the purpose of performing training needs analysis (TNA), and define the various theories and methods used in the TNA process.
4. Outline the importance of creating learning objectives for the trainee, as well as the training unit, and describe how learning objectives impact training design.
5. Describe traditional training methods, computer-based training methods, and e-learning, and highlight the appropriate usage for each.
6. Describe the field of organizational development (OD) and its relationship to training activities, including levels of and resistance to change.
7. Demonstrate the appropriate use of icebreakers, exercises, and games in the training room, as well as techniques for handling different types of trainees.
8. Explain the rationale for performing training evaluation and identify possible reasons for the resistance to training evaluation.
10. Describe issues related to key training areas for the global organization, training equity, and the importance of executive/management training programs.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are listed in the Unit I, II, III, IV, and VII study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided Units I-III to aid students in their course of study.
5. **Key Terms**: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **Unit Assessments**: This course contains five Unit Assessments, one to be completed at the end of Units I, II, III, VII, and VIII. Assessments are composed of written response questions.

7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I-VII Assignments. Specific information about accessing these rubrics is provided below.

8. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by emailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the email address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, and meeting room appointments, as well as other forms of instruction.

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**Unit Assignments**

**Unit I Mini Project**

**HRD/OD Interview Preparation**

This is a two part assignment, with the first part due in Unit I and the second part due in Unit III.

Identify an organization that you have access to in order to conduct an interview with an HRD/OD professional. The organization can be your current employer, a Fortune 500 organization, or a selected organization approved by your instructor.

1. Provide a one paragraph overview of the organization, describing the history, scope, size, and purpose.
2. Schedule an appointment with the organization's HRD/OD professional, and submit the date, time, name, position, and contact information of interviewee along with your overview.

[Preview into Unit III’s HRD/OD Interview Mini Project]

Conduct an interview with the HRD/OD professional selected in part one of this assignment. Cover at least the following topics in the interview:

1. top three-five successes/areas of influence of HRD/OD practitioners,
2. top three-five obstacles of HRD/OD practitioners, and
3. keys to success in strategic planning of HRD.

Remember that interviews do not always consist solely of asking questions; research the organization you have chosen and be prepared for an in-depth discussion. Make up a list of questions to ask your guest during the interview. This is your opportunity to learn from a professional who has been in the industry. Once you have completed the interview, submit a two-page report on your findings from the interview. Consider what you learned and how you can apply it to your career path.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit II PowerPoint Presentation

Course PowerPoint Presentations:

This course will utilize a building block approach to complete PowerPoint Presentations that you “build” as you complete unit assignments. The following units have presentations that can be combined at the end of the course and added to a professional portfolio: Unit II, Unit V, and Unit VI.

Unit II PowerPoint Presentation:

Select an HRD need that you would like to focus on for the series of PowerPoint Presentations. This HRD need should pertain to your current organization, but if circumstances do not allow, please feel free to use a volunteer organization or a personal HRD need as the subject for this project. Create a PowerPoint Presentation for senior executives that will serve as the initial step of the needs analysis process to include the following:

- Referencing the diagnostic, analytic, or compliance, determine the method for selecting a performance issue to be improved.
- Identify the stakeholders of the HRD need, describing their position and role as it relates to this project.
- Include a communication plan that describes the overall HRD and strategic planning process for the selected organization.
- Explain and establish the importance of scheduling, and outline a timeline for conducting needs assessment.

Your presentation should include 8-10 slides, including the title and reference slide, with speaker notes of no more than 100 words. Use your textbook to complete this assignment as well as supplementary sources from your research. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Mini Project

HRD/OD Interview

Conduct an interview with the HRD/OD professional selected in Unit I of this assignment. Cover at least the following topics in the interview:

1. top three-five successes/areas of influence of HRD/OD practitioners,
2. top three-five obstacles of HRD/OD practitioners, and
3. keys to success in strategic planning of HRD.

Remember that interviews do not always consist solely of asking questions; research the organization you have chosen and be prepared for an in-depth discussion. Make up a list of questions to ask your guest during the interview. This is your opportunity to learn from a professional who has been in the industry. Once you have completed the interview, submit a two-page minimum report on your findings from the interview. Consider what you learned and how you can apply it to your career path.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Research Paper

Research and describe the concept of HRD change in an organization. In addition, rationalize suitable interventions to address emotions of change by choosing one of the following theories to assess and evaluate.

1. HRD of Human Processed-Based Intervention Theory
2. Techno-Structural Intervention Theory
3. Sociotechnical Systems Theory
4. Organizational Transformation Theory

Your paper should be a well-organized paper and a minimum of three-four pages in length (in addition to a title page), with no spelling or grammar mistakes, clearly articulated, and to the point. Your paper must reflect APA style and contain at least three references other than your textbook, which may include Internet sources, professional journal articles, or other
resources related to the profession. Remember to include a summary of key points and discoveries as a result of your research.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V PowerPoint Presentation**

Create a PowerPoint Presentation for senior executives that will outline how you will measure, evaluate, and justify the implementation of your HRD program (from Unit II). Your presentation should include the following:

**Part I**
- Provide an overview of the various models and methods for evaluating the HRD program.
- Summarize data collection methods used for qualitative analysis.
- Summarize data collection methods used for quantitative analysis.
- Introduce and summarize return on investment (ROI).
- Introduce and summarize return on expectations (ROE).

**Part II**
- Introduce the model you will use for your specific HRD evaluation.
- Explain the rationale for your selection.
- Outline the process that will be followed to implement the selected HRD evaluation model.
- Assess and evaluate the performance criteria that will be used in your HRD evaluation.
- Identify and address concerns with the evaluation process.

Your presentation should include 12-15 slides, including the title and reference slide, with speaker notes of no more than 100 words. Use your textbook to complete this assignment as well as supplementary sources from your research. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI PowerPoint Presentation**

Create a PowerPoint Presentation for senior executives that will outline a performance management plan for a performance gap within your organization (from Unit II). Your presentation should include the following:

- Identify a performance gap to be addressed with performance management.
- Establish short-term and long-term goals for a performance management plan.
- Establish permanent change components for a performance management plan.
- Create trigger points of missed targets for a performance management plan.
- Select a training strategy to address the performance gap.

Your presentation should include 12-15 slides, including the title and reference slide, with speaker notes of no more than 100 words. Use your textbook to complete this assignment as well as supplementary sources from your research. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Scholarly Activity**

**Breaking the Ice**

Congratulations! Your boss has just given you the task of helping organize the training for new staff that are coming in next week for their orientation. She mentioned that you will be expecting 10 new employees for the training, and she wants you to be in charge of the icebreakers, exercises, and games in the training room. She also added that you will be looking at a diverse group of new employees to be working with that day, so put your thinking cap on!

Based on what you have learned so far in our course, the text, and from experiences you have had leading up to this point, create the following that you will implement in the training of the new staff:
• an opening icebreaker to get the group engaged and ready to start their training,
• two exercises to implement following key discussions that are had during training, and
• one game to conclude the training session that involves all the new employees and covers key terms, points, and events about our company.

Remember, these new employees are part of the future of our company. Getting them excited from the start will only lead them to be even more productive for the company and help us produce more and higher quality of work.

You must use at least one outside resource, which could include the textbook, paraphrased or quoted material, or any useful resource you find. Regardless of which you choose to include, any and all must have accompanying APA citations. Your final plan should be a minimum of one page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

CSU requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<th>Assessment</th>
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<tr>
<td>Unit Assessments (5 @ 4%)</td>
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<tr>
<td>Unit I Mini Project</td>
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<td>Unit II PowerPoint Presentation</td>
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<td>Unit III Mini Project</td>
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<td>Unit VII Scholarly Activity</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: Synchronizing Human Resource Development

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<td><strong>Learning Activities (Non-Graded):</strong></td>
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<tr>
<th>Read:</th>
<th>Chapter 2: Influences on Employee Behavior</th>
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<td>Chapter 3: Learning and HRD</td>
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<td><strong>Suggested Further Reading:</strong> See Study Guide</td>
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### Unit II: HRD Needs Assessment

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<td><strong>Learning Activities (Non-Graded):</strong></td>
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<td>PowerPoint Presentation</td>
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### Unit III: Design of the HRD Program

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<tr>
<th>Read:</th>
<th>Chapter 5: Designing Effective HRD programs</th>
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<td>Chapter 6: Implementing HRD Programs</td>
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<td><strong>Suggested Reading:</strong> See Study Guide</td>
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## Unit IV: Organizational Change

**Review:**
- Unit Study Guide

**Read:**
- Chapter 14: Organizational Development and Change
- Suggested Reading: See Study Guide

**Submit:**
- Research Paper

**Notes/Goals:**

## Unit V: Evaluation of the HRD Program

**Review:**
- Unit Study Guide

**Read:**
- Chapter 7: Evaluating HRD Programs

**Submit:**
- PowerPoint Presentation

**Notes/Goals:**

## Unit VI: Coaching

**Review:**
- Unit Study Guide

**Read:**
- Chapter 10: Coaching and Performance Management

**Submit:**
- PowerPoint Presentation

**Notes/Goals:**
### Unit VII
#### Career and Management Development

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 12: Career Management and Development
- [ ] Suggested Reading: See Study Guide

**Submit:**
- [ ] Assessment
- [ ] Scholarly Activity

Notes/Goals:

### Unit VIII
#### HRD “Extras”

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 11: Employee Counseling and Wellness Services
- [ ] Chapter 15: HRD and Diversity: Diversity Training and Beyond

**Submit:**
- [ ] Assessment

Notes/Goals: