HRM455: Training and Staff Development

Credit Hours: 3
Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

Course Description:
This course explores the development, administration, and evaluation of organizational training and staff development programs. Motivation, organizational culture and change, employee development, and the role of management are analyzed.

Course Overview:
HRM455 is designed to cover the principles of training and development from a theoretical and a practical perspective. The course prepares students to understand the strategic implications of training in organizations, in regions, and across nations as well as processes to assess, design, deliver, and evaluate an organization’s training programs. To enhance managerial decision-making skills, students explore topics such as training needs analysis, cost analysis, risk analysis, and the implications of organizational change. To promote long-term thinking, students will develop an understanding of how organizations use human resources to gain a strategic advantage and to assess short-term and long-term priorities to support managerial decision options.

The goal of this course is to provide students, as future leaders and managers of organizations, with a strategic and applied overview of training and staff development to understand the strategic importance of deploying human resources, developing core competencies, and promoting a learning culture to compete more effectively in a global economy.

Course Learning Outcomes

1. Describe the role of training and development and its relationship to supporting competitive advantage in a global economy.
2. Explain how corporate strategy and training and development programs can be aligned.
3. Research and analyze theoretical frameworks for training/learning and adult learning and apply them to training and development programs.
4. Describe the process and importance of needs analysis and training development and apply the techniques in consideration of an organization’s culture.
5. Identify key training delivery methods and discuss the role of technology in training programs.
6. Differentiate between the levels of training assessment and identify their common use.
7. Distinguish the differences between developing core competencies versus skills and determine how they may be used in common corporate training programs.
8. Describe the complexity of multinational and regional training and development programs and discuss the implications.
Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 12 midnight MT and Peer Responses posted by Sunday 12 midnight MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week’s content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade. Opening Exercises must be taken to unlock the Mastery Exercises in each week.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking Activities: Assignments are due Sunday at 12 midnight MT.

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<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
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| 1      | Chapters 1 & 2 in *Effective Training*  
         |          | Discussion Board (25 points)  
                     Opening Exercises (0 points)  
                     Mastery Exercises (10 points) |
| 2      | Chapter 3 in *Effective Training*  
         |          | Discussion Board (25 points)  
                     Opening Exercises (0 points)  
                     Mastery Exercises (10 points)  
                     Critical Thinking (90 points) |
| 3      | Chapter 4 in *Effective Training*  
         |          | Discussion Board (25 points)  
                     Opening Exercises (0 points)  
                     Mastery Exercises (10 points)  
                     Critical Thinking (90 points) |
<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment Details</th>
</tr>
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</table>
| 4      | Chapter 5 in *Effective Training*  
| 5      | Chapters 6 & 7 in *Effective Training*  
| 6      | Chapters 8, 10, & 11 in *Effective Training*  
| 7      | Chapter 9 in *Effective Training*  

**Assignment Details**

This course includes the following assignments/projects:

**Module 2**

**CRITICAL THINKING ASSIGNMENT (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, click the Module 2 Critical Thinking header on the Assignments page to upload the document.
Assignment Choice #1: Andragogy and Pedagogy Presentation

For this option, create a PowerPoint presentation for upper management that explains the pros and cons of andragogy and pedagogy in adult learning. (For tips on how to prepare a PowerPoint presentation, see the video in the Recommended Reading section of this module.) First, clearly identify the main differences between the two approaches. Second, offer examples of how each can be used to advantage during instruction. Finally, state your preferred approach and explain the reasons for your preference.

Provide examples in the presentation and support your findings with at least three journal articles, which may include the one in the Recommended Reading section. The CSU-Global Library is a good place to find these articles. Your presentation must contain at least 10 slides (not including a title slide and reference slide), and include details in the notes section for each slide. You may want to review the assignment criteria found in the rubric under Course Information in the left navigation pane. Remember that presentations require the use of proper citations and references. Make sure you adhere to the CSU-Global Guide to Writing and APA Requirements.

Assignment Choice #2: The Value of Andragogy and Pedagogy

For this option, write a two to three page paper (not including the title page and reference page) comparing and contrasting andragogy and pedagogy in adult learning. Research the pros and cons of each approach as it relates to adult learning. Which style makes the most sense for teaching adults in the workplace and why?

Use at least three additional scholarly articles to support these learning approaches. The CSU-Global Library is a good place to find credible sources. Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements.

Module 3

CRITICAL THINKING ASSIGNMENT (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, click the Module 3 Critical Thinking header on the Assignments page to upload the document.

Assignment Choice #1: Exploring Core Competencies

For this option, choose a job that you currently have or have had in the past. Identify the different competencies needed to complete your work successfully. Once these competencies are identified, explain whether or not you brought skills to the job that aligned with these competencies. Did the organization work to develop these competencies? Discuss whether they developed these competencies well or needed to focus on further development. The CSU-Global Library is a good place to find these sources.

Requirements:

Write a two to three page paper (not including the title page and reference page) that is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements. Include at least three references from either the readings or other credible sources to support your discussion.

Assignment Choice #2: Pursuing a Job

For this option, choose a job or career that you are interested in pursuing. Identify the types of competencies required to be successful for the position. Then, discuss these competencies and an action
plan that you would like to put in place to be successful. You can identify competencies through job
descriptions, association websites (like SHRM), or other research related to the job you chose. Indicate
which competencies you already possess and which ones you need to develop further. The CSU-Global
Library is a good place to find these sources.

Requirements:

Write a two to three page paper (not including the title page and reference page) that is formatted and
cited according to the CSU-Global Guide to Writing and APA Requirements. Include at least three
references from either the readings or other credible sources to support your discussion.

Module 4

CRITICAL THINKING ASSIGNMENT (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments.
Identify your assignment choice in the title of your submission. When you are ready to submit, click the
Module 4 Critical Thinking header on the Assignments page to upload the document.

Assignment Choice #1: Education Planner

For this option, you will explore different learning styles. First, complete the following assessment:
http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml. Once you are
finished with the assessment, write a one to two page paper (not including the title page and reference
page) that discusses your learning style. What is the best method to address the way that you learn?
Include research that supports your learning style and the best ways to approach your learning.

Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA
Requirements.

Assignment Choice #2: Learning Styles for Training

For this option, you will explore different learning styles. Think of some of the trainings that you have
attended in the past. Identify one training session that you attended that was not a good experience.
What was wrong with the training session? Why was the training ineffective? Next, identify a training
session that you enjoyed and from which you learned a great deal. Why was the training effective? How
did the training address different learning styles? Write a one to two-page paper (not including the title
page and reference page) that addresses these questions as they relate to learning styles and training
methods.

Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA
Requirements.

Module 5

PORTFOLIO MILESTONE (worth 30 points toward final Portfolio Project)

Choose one of the following two assignments to complete this week. Do not do both assignments.
Identify your assignment choice in the title of your submission. When you are ready to submit, click the
Module 5 Portfolio Milestone header on the Assignments page to upload the document.

Assignment Choice #1: Non-Computer-Based Training Approaches (30 points toward final Portfolio
Project)
For this option, you will explore different non-CBT approaches. Review the subsection titled “Methods, Purpose and When to Use” in Chapter 6 of the textbook. Think about your portfolio assignment and determine which approach(es) would be best to use for the training in your program. Explain why you have chosen non-CBT approaches over computer-based methods. Consider your audience, geographic location, and related factors for each of approach you have chosen. Write a one page paper (not including the cover page and reference page) that addresses the approach(es) you chose and why you recommend them for your portfolio assignment. Use at least two credible, outside sources to justify your approach(es). The CSU-Global Library is a good place to find these sources.

Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements. No points will be assessed this week for this assignment but it is worth 30 points toward your final portfolio grade, in Week 8.

**Assignment Choice #2: Computer-Based Training Approaches (30 points toward final Portfolio Project)**

For this option, you will explore different CBT approaches. Review the subsection titled “Methods, Purpose and When to Use” in Chapter 6 of the textbook. Think about your portfolio assignment and determine which approach(es) would be best to use for the training in your program. Consider your audience, geographic location, and other factors for each of approach you have chosen. Write a one page paper (not including the cover page and reference page) that addresses the approach(es) you chose and why you recommend them for your portfolio assignment. Use at least two credible, outside sources to justify your approach(es). The CSU-Global Library is a good place to find these sources.

Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements. No points will be assessed this week for this assignment but it is worth 30 points toward your final portfolio grade, in Week 8.

**Module 6**

**CRITICAL THINKING ASSIGNMENT (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, click the Module 6 Critical Thinking header on the Assignments page to upload the document.

**Assignment Choice #1: Training Delivery**

For this option, you will explore the importance of how training is delivered. Reflect on the best training program that you have ever attended. Write a two to three page paper that highlights the skills the trainer brought to the training. Include at least three resources to support your description of what was effective. The CSU-Global Library is a good place to find these resources. Ideas might include how the trainer built a positive environment and what approaches he or she used to support training for the group. Also, address the different learning outcomes used to support the training.

Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements.

**Assignment Choice #2: Training and Organizational Culture**

For this option, you will explore the importance of how the culture and the trainer support the learning experience. Describe a training that, in your opinion, was not successful. This might be a training that you have attended, or one about which you have some knowledge. Answer the following questions in your paper:

- What was wrong with the training?
• What role did the organization play in the support (or lack thereof) of the training?
• What was the role of the trainer?
• How was the content delivered, and what would have been a better way to address the content?
• Do you think that the trainer was a subject matter expert, but did not know how to deliver the training properly?

Write a two to three page paper to address the topic. Include at least three resources to support your description of what was not effective, and. The CSU-Global Library is a good place to find these resources suggest how the training could have been better.

Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements.

Module 8

PORTFOLIO PROJECT (350 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, click the Module 8 Portfolio Project header on the Assignments page to upload the document.

Assignment Option #1: Report on Needs Analysis and Proposal for Training Solution (350 points)

The Portfolio Project is due at the end of this week.

For this Portfolio Project option, you will write a report and prepare a PowerPoint presentation on a perceived training need and propose a solution. The audience for this report/presentation consists of executive- or management-level decision makers. You are not building a training course, but are putting together the foundation on which a decision to continue can be made. The proposal will help convince executives to allow you to spend money on a solution that will benefit the organization. Follow these steps:

• Write the report.
• Prepare the PowerPoint presentation.
• Proofread and submit both items.
• Congratulate yourself on what you have accomplished!

The report/presentation must include:

• An eight to 10 page double-spaced paper (not counting the cover page, abstract, and reference page) with appropriate references. Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements.
• An executive-level presentation (summary) not to exceed four PowerPoint slides.

The report must include the following items:

1. Present an organization overview, including strategic imperatives.
2. Write a summary of the problem/organizational issue.
3. Create a flowchart of the process to conduct research and collect data for decision making (which does not have to fit any specific process form; just make it clear).
4. Outline an abbreviated needs analysis, including a high-level assessment of skills, costs, and risks.
5. Propose a high-level training solution, including learning objectives, recommendations, and justifications for development, implementation, technologies, and assessment type (or justification that training is not a solution that will adequately address the issue, and present a proposal for a non-training solution).

6. Write a conclusion that reiterates the recommendation and ties it back to organizational strategic imperatives.

For project details, see the Portfolio Project description, which can be accessed from the Week 8 Assignments page.

Assignment Option #2: Training Program (350 points)

The Portfolio Project is due at the end of this week.

For this Portfolio Project option, you will choose and build a training plan. Identify a common training problem that organizations struggle with and the best way to address this problem. Examples include: change management, technology implementation, communication, team building, and conflict resolution. Also, determine how to implement the training by identifying the method of delivery. Follow these steps:

- Write the report.
- Prepare the PowerPoint presentation.
- Proofread and submit both items.
- Congratulate yourself on what you have accomplished!

The report/presentation must include:

- An eight to 10-page double-spaced paper (not counting the cover page, abstract, and reference page) with appropriate references. Make sure your paper is formatted and cited according to the CSU-Global Guide to Writing and APA Requirements.
- An executive-level presentation (summary) not to exceed four PowerPoint slides.

The report must include the following items:

1. Identify what the problem is and what type of training is being proposed. Relate this to the organization’s strategic imperatives.
2. Prepare an overview of why the training is needed. Include the learning objectives that you have identified for the program.
3. Research best practices on how to train toward this problem. Discuss what other organizations have done to train on this topic. You can include White Papers.
4. Create a flowchart of the process to conduct research and collect data for decision making (which does not have to fit any specific process form; just make it clear).
5. Outline an abbreviated needs analysis, including a high-level assessment of skills, costs, and risks.
6. Propose high-level training solutions, including recommendations and justifications for development, implementation, technologies, and assessment type (or justification that training is not a solution that will adequately address the issue, and present a proposal for a non-training solution).
7. Write a conclusion that reiterates the recommendation and ties it back to the best practices of other organizations.

For project details, see the Portfolio Project description, which can be accessed from the Week 8 Assignments page.
Course Policies

Course Grading
- 20% Discussion Participation
- 0% Opening Exercises
- 8% Mastery Exercises
- 37% Critical Thinking Activities
- 35% Final Portfolio Paper

Grading Scale and Policies

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95.0 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.3 – 86.6</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.2</td>
</tr>
<tr>
<td>C+</td>
<td>75.0 – 79.9</td>
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<tr>
<td>C</td>
<td>70.0 – 74.9</td>
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<tr>
<td>D</td>
<td>60.0 – 69.9</td>
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<tr>
<td>F</td>
<td>59.9 or below</td>
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In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.