

EHRD 372: Training and Development In HRD (Sec 502)
Department of Education Administration and Human Resource Development
College of Education

Texas A&M University
Fall 2006

The Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor tolerate those who do."

Instructor Information

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Meeting location: Harrington Tower (EDCT) Room 503
Time: Tuesday 1:00 – 2:00 PM
Thursday 12:45 – 2:00 PM

Office Hours: By appointment. I will try and make myself available after class each day, however scheduling an appointment is the best way to ensure that you can meet with me.

Course Description

This course is designed to develop theoretical and applied perspectives on needs assessment, design, development, delivery and evaluation of training and development in organizational contexts. Emphasis is placed on specific development of learning and performance outcomes throughout the training and development process.

Course Objectives

By the end of this course, students should be able to:

1. Identify training needs
2. Analyze job tasks for purposes of planning training activities
3. Write training objectives
4. Select appropriate training methods
5. Plan and conduct small group or class training activities
6. Describe methods of training program evaluation
7. Explain the basic theory and ideas behind the ADDIE and other training models
8. Connect training and development within the larger context of HRD
9. Present a training and developmental proposal
10. Analyze an existing training program.

Prerequisites

Junior or Senior Classification or approval of departmental advisor.

Required Texts

Noe, R.A. (2005). *Employee Training and Development* (3rd edition). New York, NY: McGraw-Hill. ISBN: 0072992565

Caffarella, R.S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd edition). San Francisco, CA: Jossey-Bass. ISBN: 0787952257

Additional Resources

This course is web assisted through **WebCT**. All course materials will be downloadable from the course site as we go through the course.

You are recommended to check out the following Professional Organizations' Websites:

[Academy of Human Resource Development](http://www.ahrd.org): www.ahrd.org

[The Society for Organizational Learning](http://www.solonline.org): www.solonline.org

[American Society for Training & Development](http://www.astd.org): www.astd.org

[International Society for Performance Improvement](http://www.ispi.org): www.ispi.org

Additional readings will be assigned during the course as appropriate.

Active Learning Approach

In the active learning approach, students play an active role in learning by exploring issues and ideas under the guidance of the instructor. The students learn a way of thinking by asking questions, searching for answers, and interpreting observations. Knowledge is more than just facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding of the nature of your own knowledge.

Attendance policy

I strongly believe that students should attend classes. I will take attendance for each regular class meetings. If you attend all the scheduled class meetings, you will be rewarded two bonus points to your final grade.

However, I recognize that on occasion there are extenuating circumstances that may limit your ability to attend to class. Therefore each student will have three unexcused absences. No documentation is required for missing these classes. Although these absences are excused in regards to the attendance policy you will still lose participation point for each missed class.

Each absence beyond the excused three will result in a deduction of 10 points (one letter grade) from the final grade for the course unless prior notification is given. **Please note:** Acceptable notifications include: doctor's note, university excuse letter, letter from student affairs office, or other official

letters. Some form of documentation is required in order to explain the reason for your absence, otherwise absences will be considered unexcused.

If you know you will be absent for any reason tell your team members!

Classroom Participation

Classroom participation is 10 % of your total grade. It will be measured base on how often you contribute to the classroom/team discussions and actively asking questions. If you are absent from class you can not participate, therefore class attendances will be a factor as well.

Late Assignments

Homework: Chapter Homework questions are due the day the chapter is discussed. Late Homework will not be accepted.

For all other assignments: Late Assignments will only be accepted **ONE** class period after the original due date. A late assignment is any assignment that is turned in **AFTER** class is dismissed. A “computer problem” is **NOT** an acceptable excuse for a late assignment. Ten percent will be deducted for each day late on **ALL** late assignments. Late papers should be given or emailed to the instructor. There are **NO** extra credit assignments.

Quiz and Exam Policies

Tests will generally cover the texts, lectures, handouts, and other pertinent materials.

Make-up tests will only be given with just and valid cause for absence. No test will be given **BEFORE** it is scheduled in class. The professor reserves the right to give a different form of the test for make-up tests.

QUIZZES - Quizzes will be given over the assigned reading, handouts, and lecture. Quizzes **CANNOT** be made up if the student is absent or late.

Course Evaluation

Each class member is expected to accomplish the following assignments:

Individual

2 Exams (Not Comprehensive, 15pts each)	30
Homework (10 Chapters x 1pts each)	10
Training Evaluation Paper	10
Participation, Quizzes, Activities, etc.	10

Team

Team Training Project	35
Team Member Evaluations	5
Total	100

Grading:

Letter Grade	Numerical Score
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Disclaimer

The course syllabus is not a contract but is a general guide to how the instructor expects to have EHRD 374 conducted and evaluated. Under most circumstances substantial changes will not be made and if changes are needed they will be announced in class.

I reserve the right to make changes to the syllabus and agenda during the semester, if needed for instructional purposes.

I reserve the right to curve the class grades, if needed. For example, an 85 or some other point total, may be the cut-off for an "A". The Curve will be established at the end of the semester after I have all the information.

Class Structure

Class sessions may include lectures, small and large discussion groups, guest speakers and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more from each other's opinions, knowledge and experience, and you are all encouraged to contribute in class. You are responsible for all assigned readings and all materials presented in the class. You are also responsible for all information disseminated in class and all course requirements, including deadlines.

Group Assignments & Projects

Early in the semester students will be divided into groups consisting of approximately 5 members each. These groups will work together throughout the semester in a variety of activities, including in-class exercises, online exercises, discussion, and case studies.

Each student is required to participate in a group project and all of its components.

Groups can FIRE members who refuse to participate. To fire a group member the group must submit a "Request for Firing Proposal" to the instructor and the individual group member being fired. If the group member does not improve his/her performance the group must submit a second notice of a "Request for Firing Proposal" to the instructor and the group member. If the individual member continues to perform inadequately, the group can issue a final notice to the instructor and group member upon which the individual will no longer be considered part of the group. Any student fired from his or her group will lose all group project and participation points. Individuals fired from one group are not eligible to join another group.

Incompletes

I expect you to finish your assignments in a timely fashion. I do realize, however that extreme circumstances require that students occasionally take an incomplete. If you feel that you cannot meet the class requirements by the end of the semester, you should contact me as soon as possible.

Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the "I" automatically converts to an "F". My policy is that I will not consider converting an "F" to another letter grade if the coursework to complete the class was not turned in by the last class day of my class in the semester following the semester in which the course was taken.

Advising and Office Hours

My goal is to be available as much as possible to meet your needs during the semester. There are three basic ways you can reach me:

- E-mail: This is the best way to contact me. I check e-mail frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours.
- In Person: Although I will try to make myself available to you if you 'drop by', please do not expect a substantive conversation; I may have other commitments. I am available for appointments, however, and will be happy to meet with you in person.
- Phone: If you are just trying to contact me, the phone is perhaps the least reliable mechanism since I may not check my voice mail everyday! However, I do try to check voice mail several times each week. I am happy to do advising by phone and will make appointments to do so.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 979-845-1637.

Individuals who have any disability that might affect their ability to perform in this class should inform the instructor at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation.

Sexual Harassment

Texas A&M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available and Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.

Inclusive Language

It is important in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usages such as “he” and “man” as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one’s habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. “workers... they,” rather than “worker...he), some combination of pronouns (e.g. (s) he, s/he, he/she or alternative words (e.g. “people” rather than “mankind”).

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that everyone is from the same cultural group. Respect for the diversity of the class and the multicultural world in which organization operate will be expected.

Scholastic Misconduct

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to:

- Cheating on assignments or examinations;
- Plagiarizing, which means misrepresenting someone else’s work as your own, or submitting the same paper or *substantially* similar papers to meet the requirements of more than one course without the approval of all involved instructors
- Interfering with another student’s work
- Depriving another student of necessary course materials

Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at <http://student-rules.tamu.edu> for more information regarding these policies.

Guidelines for Written Assignments

Written assignments should follow the guideline provided as a minimum, unless alternative arrangements are made with the instructor:

- Use APA 5th edition formatting for your papers.
- Papers should be **stapled** in the upper left corner. Please NO folders, binders, or plastic covers.
- Time New Roman, 12pt, Double Spaced

For additional assistance, please contact the Writing Center on the 2d floor of Evans Library or consult the Writing Center website at <http://uwc.tamu.edu/>.

Some basics you should consider in all written assignments:

- Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will.”

- If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
- If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
- Proofread before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines. For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!
- Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: This does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).
 - The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
 - The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
 - The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.

EHRD 372 Quiz #1

NAME: _____ DATE: _____

Instructions: Complete the following quiz by reading through the syllabus for this course of instruction and then answering the following questions. Upon completion, sign the form at the bottom and return it to your instructor.

1. How many exams, including the final exam, are there in the course of instruction?

2. Briefly explain the attendance policy? _____

3. What is the policy for missed quizzes? _____

4. Are you required to participate in a team project? How? _____

5. What are your obligations to this course of instruction? _____

6. What are some ways you will plan to participate in this class?

(1) _____

(2) _____

(3) _____

(4) _____

I hereby confirm that I have read all of the (many page) class syllabus. I understand it is my responsibility to ask questions concerning those items of which I am not certain. I understand I am expected to be in class in order to receive credit. I also understand the attendance policy.

Please sign and return to the instructor.

_____ Signature

EHRD 372
DATA SHEET – Complete and Give to Instructor

Name _____

Student I.D. # (UIN) _____ Phone: _____

A&M/Area Address _____ E-mail _____

Hometown _____

Enrolled in What School/Dept.? _____

Semester At A&M 1 2 3 4 5 6 7 8 9

Hobbies-Interests:

Where are you now employed (or your last place of employment) and the type of job or position you hold/held?

Will you be working during this semester? Yes No Evenings/Weekends
If yes Where?

List three (3) things you expect from this course:

- 1.
- 2.
- 3.

List any other background information (i.e., special interests, qualification, expertise, etc.) that might be of interest to the instructor or the class.

Career Objectives/lifelong ambitions (or) where would you like to be serving in ten years?