

Organizational Training and Development

I. General Information

Course Number	HRM 463
Title	Organizational Training and Development
Units	3
Prerequisites	HRM 360 or HRM 361, IS 301
Course Coordinator	Dr. Josh Arnold
SCO Prepared by	Josh Arnold
Date prepared/revised	September 2012

II. Catalog Description

Review of the field of training and development, including learning theory, training needs assessment, design and delivery of training and development programs, evaluation, and program management. Career development and organizational development. Case studies, research, simulation exercises, and student presentations. Letter grade only (A-F).

III. Curriculum Justifications

This course is aligned with the CBA learning goals of critical thinking, communication skills, and management-specific learning goals.

IV. Course Objectives

Critical thinking: *Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.*

Students will apply basic concepts and theories in training and development to work situations. This will include (but not be limited to) designing, implementing, and evaluating a training and development program.

Communication Skills: *Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.*

Students will demonstrate effective communication skills (the ability to present and defend their views in a clear and logical manner).

(Management Specific) Business functions: *Students will demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.*

Students will demonstrate knowledge of strategic training, needs assessment, learning theories and program design, transfer of training, training evaluation, traditional training methods, and employee development.

V. Outline of Subject Matter

The topic outline for the course may include the following:

- Strategic Training
- Needs Assessment
- Learning Theories and Program Design
- Transfer of Training
- Training Evaluation
- Traditional Training Methods
- E-Learning and Use of Technology
- Employee Development
- Special Issues in Training and Development
- Careers and Career Management
- Special Challenges in Career Management
- Metrics and ROI of training
- Development for high potential employees
- Succession planning
- Training and development for people managers (managerial competencies)

VI. Methods of Instruction

- a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO.
- b) Instructors should use appropriate text books that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO. (See the University Policy PS 79-08 on the Choice of Textbooks). The following is illustrative:
 - Employee Training and Development (*Noe*)

Instructors may use a custom book. Additional readings and cases may be selected.

VII. Instructional Policy Requirements

- a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b) Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance, Course Syllabi, Final Course Grades, Grading Procedures, Final Assessments, and Withdrawals. If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
- c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d) Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.