University of South Dakota, Department of Communication Studies

SPCM 475: Human Resources Training and Development (3 credit hrs.)

Fall 2019

Online

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Course Description

This course assists students in learning the process by which in-house human resources trainers and independent consultants construct and execute effective organizational training and development activities. Students will examine current industry practices, stages of training development, and how to troubleshoot training problems with special emphasis placed on understanding the communicative nature of the training experience. Students will learn and apply the process of identifying organizational training needs, designing and implementing impactful training programs, and evaluating the effectiveness of the training conducted.

General overview of course topics:
- ❖ Careers and trends in training

- ❖ Aligning training with organizational strategy

- ❖ Adult learning, motivation, and performance

- ❖ Conducting needs analyses

- ❖ Designing training programs—traditional and electronic methods

- ❖ Development and implementation of training

- ❖ Evaluation of training

- ❖ Key areas of organizational training, e.g., onboarding, diversity, sexual harassment, teambuilding, cross-cultural training

- ❖ Employee and management development

Course Objectives
1. Gaining a basic understanding of the theoretical and applied aspects of human resources training and development.
2. Learning to apply course material (to improve thinking, problem solving, and decision-making).
3. Developing specific skills, competencies, and points of view needed by professionals in human resources management.

SPECIFIC GOALS *Upon completion of this course, students*	ASSESSMENT
1. Will *demonstrate increased awareness and understanding* of adult learning, motivation, and performance within organizations.	• Discussion posts • Midterm exam • Build a training program • Reflection paper 1
2. Will *demonstrate increased awareness and understanding* of effective training design, delivery, and assessment.	• Discussion posts • Midterm exam • Build a training program • Reflection paper 2
3. Will *acquire skills* for providing effective training in organizations.	• Build a training program
4. Will *demonstrate increased awareness and understanding* of key areas of employee and management development.	• Discussion posts • Midterm exam • Reflection paper 2

Learning Outcomes
Upon successful completion of this course, students will have an improved working knowledge of needs analysis, task analysis, training program design, training evaluation, and training activities.

Course Prerequisites
There are no prerequisites for enrollment in this course.

Instructional Methods
All instruction and activities for this course will occur asynchronously online via Desire2Learn (http://d2l.sdbor.edu), which students will use to:
- Communicate with classmates and the instructor via discussions and course mail
- View content and lecture slides
- View and complete discussion questions
- Access all required course materials
- Access individual course progress and grades

<p style="text-align:center">Course Requirements</p>

Required Readings

Blanchard, P., & Thacker, J. (2013). *Effective training: Systems, strategies, and practices,* (5th ed.). Upper Saddle River, N.J.: Prentice Hall. ISBN-10: 0132729040 | ISBN-13: 978-0132729048

Additional readings will be available on D2L (TBA).

Expectations

Students can expect that, as the instructor, I will be concerned about the educational experience of each member of the class, respectful of individual differences, encouraging of creativity, knowledgeable of and enthusiastic about the course material, timely in posting assigned supplemental readings, reasonably accessible and open to discussing materials and assignments, thorough and reasonably prompt in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.

Students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the Online Student Handbook, which can be accessed from the "USD Getting Started" widget on the course homepage. The Online Student Handbook contains important information about various support services available at USD. Additionally, participants in the class are expected to strive, individually and together, to create an atmosphere that is safe, valuing of one another, and open to diverse perspectives. All shall strive to show courtesy, civility, and respect for one another.

As this is an online course, and meant to be an asynchronous experience, we will not be meeting face-to-face. Course participants will accomplish the South Dakota Board of Regents (SDBOR) engagement requirement through completion of the following weekly activities, all of which are due by the end of each week: posting on the weekly discussion boards; reviewing all course content and lecture notes; completing assignments; and completing other kinds of assessment activities that arise over the course of the semester at the discretion of the instructor. The workflow of a typical week in this course will be as follows:

DAY	TASK
Monday	Start of the week; new materials and discussion topics available
	Open for independent work and discussions
Tuesday	Open for independent work and discussions
Wednesday	Open for independent work and discussions
Thursday	**Part one of weekly discussion posting due by 11:59 PM CT on Thursday night.**
Friday	Open for independent work and discussions
Saturday	Open for independent work and discussions
Sunday	**Part two of weekly discussion posting due by 11:59 PM CT on Sunday night.**

IMPORTANT: In order to complete the discussion activities each week, it will be necessary to log into the course during the week. Please plan accordingly.

Figure 1 Exclamation point

This workflow will be followed for all topics and weeks. More information is available on the Course Schedule accessible under the "USD Getting Started" area of the D2L course homepage. The instructor will also provide regular updates during the week, so students should log into D2L to check for news **at least three times per week**, if not more frequently.

In terms of time commitment, the SDBOR defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class student work. As this is a three-credit-hour course, students should expect to dedicate **around nine (9) hours per week** to course readings and activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the "Technology Requirements" towards the end of the syllabus.

Students who have military or work obligations, or a chronic illness, which may interfere with their ability to complete assigned tasks in the weekly schedule, should contact the instructor as soon as possible to make arrangements ensuring their success in the class.

Participation
To the extent possible in an asynchronous format, this course should become a dialogue between all of us as we reflect upon the material presented and its relevance in our experiences. Such a conversation includes responsibilities to which we must all agree. Clearly, one initial responsibility involves participating in the discussion boards. However, merely posting something on the discussion board is not enough to create a climate in which we can all learn. A quick reading of the assigned material will do little to prepare you to post a meaningful comment on the weekly discussion board. Each individual in the class needs to be committed to deeply reading and reflecting on the material in order for this course to be effective. Your presence on the discussion boards is required, but more than this is expected—your effort and willingness to share your experiences and insights are essential.

Academic Integrity
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.
No credit can be given for a dishonest assignment. A student found to have engaged in any form

of academic dishonesty may, at the discretion of the instructor, be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

Important dates
Semester begins: 8/26/19
Last day to drop with a full refund: 9/05/19
Last day to drop with a "WD" grade: 11/08/19
Semester ends: 12/18/19

Course Assignments

Details follow below about each of the course assignments, but in general, please note the following:

1) Papers **MUST** be submitted to the designated D2L dropboxes, not via email.
2) Feedback on papers will be available in the GradeMark feature of the dropbox.
3) For all course assignments, feedback and grades will be posted within two weeks following the due date, unless otherwise informed.
4) There are two dropboxes for all paper assignments; one for undergraduate students and one for graduate students—please post accordingly.
5) All assignments will be automatically screened by Turnitin.com anti-plagiarism software. Any plagiarized work discovered will be subject to the academic integrity policies outlined above.

Discussion Board Posting (24% of final grade)
Read the required readings thoroughly each week and be prepared to discuss them and apply them to your own experiences and/or training issues in current events. After the second week of class, you will be assigned to a small group for this discussion (5-6 people). For the first part of the discussion, you must post your responses by midnight on Thursday (11:59 pm). Your responses should be approximately 150-250 words in length, citing the key elements from the readings and your own experience to support your response. For the second part, read through other classmates' responses and give feedback to at least two members of your group regarding their responses. Feedback responses should be 50-150 words in length. The deadline for the second part is Sunday at midnight (11:59 pm).

I would ask that you follow the basic netiquette rules listed in the Online Student Handbook available on the course homepage under the "USD Getting Started" widget.

Participation in all of the weekly discussion boards is required, and each will be worth six (6) points, awarded according to the following rubric:

DISCUSSION BOARD EXPECTATIONS	POINTS
Posting a response to weekly topic questions by Thursday @ 11:59 PM CT	2
Substantiveness of initial posting	2
Response to one peer posting by Sunday @ 11:59 PM CT	2
Substantiveness of peer posting response	2
Response to second peer posting by Sunday @ 11:59 PM CT	2
Substantiveness of peer posting response	2
TOTAL	12

The first class discussion will be a getting-to-know-you discussion (see Week 1 directions). I have launched the discussion in a Discussion Forum on D2L with a brief introduction of myself. Please post a short introduction/bio of yourself in the Discussion Forum provided. Read the posts of your classmates. I encourage you to respond to your classmates' posts and get to know one another. I look forward to "meeting" each of you!

TIP: You must post a response in the discussion topic before being able to see other postings made by your peers.

Figure 2 Light bulb

There will also be two discussion threads (team project and graduate project) for ALL students to participate in which will each be worth 30 points. These will require students to review and comment on multiple other students' work; grades will be based upon discussion participation. Points will be broken down between posts read, responded to, and overall discussion.

Discussion participation for these two special threads (team project and graduate project) will be assessed at the conclusion of each discussion topic on the quality of participation.

DISCUSSION BOARD PARTICIPATION	POINTS	TOTAL
Weekly discussions, online (15, as outlined above)	12	180
Graduate and team project discussions, online (2)	30	60
	TOTAL	240

IMPORTANT: Because of the interactive nature of discussions, if you miss a weekly discussion, even for an excused absence, you will NOT be able to make it up.

Figure 3 Exclamation point

Reflection Papers (30% of final grade)

There will be two required reflection papers. Each reflection paper provides an opportunity to not only demonstrate what you have learned in class, but to identify key areas for continued learning during and beyond the course.

Reflection paper #1: Based upon all course content and discussion through Week 6, reflect upon your learning to this point. Include <u>3</u> items (i.e. concepts, ah-ha's, theories) that you feel most comfortable and confident utilizing in the future. In addition, include <u>1</u> item that you want to spend more time researching to gain greater knowledge/clarification. Your paper should be 3-5 pages in length, double-spaced, and in 12-point Times New Roman font. Due in the designated dropbox by 4:00pm on <mark>10/11/19</mark>.

Reflection paper #2: Utilize the same criteria as the first reflection paper. Your reflections should be on course content/discussions from weeks 7-15. Due in the dropbox by 4:00pm on <mark>12/09/19</mark>.

REFLECTION PAPERS	POINTS
Reflection paper #1 Covers: Weeks 1-6 content and discussion	150
Reflection paper #2 Covers: Weeks 7-15 content and discussion	150

Figure 4 Exclamation point

IMPORTANT: At the discretion of the instructor, any reflection paper turned in past the due date will be docked a letter grade for each day that it is past due. Any paper not turned in within five days will receive zero points.

Midterm Examination (20% of final grade)

There will be one exam in this course, which will be completed around midterm of the semester. The exam will consist of longer essay-style prompts that will provide you the opportunity to review, reflect, and integrate the knowledge you are gaining in the course to-date. The exam will **NOT** be proctored—in other words, you will NOT need to go to a specific place to take it.

The midterm exam will be posted late in the day on <mark>10/21/19</mark> and will be due in the dropbox by 11:59 pm CT on <mark>10/28/19</mark>.

Build a Training Program (26% of final grade)

The best way to learn is to do! The culminating project in this course will be for assigned teams to plan, design, develop, and prepare to implement and evaluate an original training program on a topic determined by the team.

- The instructor will assign teams during the first three weeks of class. Team assignments will be posted in the News tool on D2L.

- Each team will select their own topic for their training program. The topic should be one in which the team has considerable interest and/or expertise.
- Using course content as a guide, each team will design a needs assessment tool for their proposed training program.
- Based on the needs assessment, and any assumptions you may need to make, teams will next develop specific training objectives.
- Once training objectives are carefully defined, teams will develop a detailed training proposal (project plan). This should include:
    - Title and brief description of the program
    - Training objectives
    - Training methods to be used and a rationale for using them (based upon training theory and practicality assessment)
    - A training outline/agenda
    - A list and description of training materials needed
    - An evaluation plan (including both short- and long-term evaluation)
- Teams will receive feedback from the instructor on their project plans, which will be due on or before 10/21/19. The instructor will return feedback on all project plans on or before 11/04/19. Based upon the feedback, teams should finalize their training program, class discussion board presentation, and final report. A short PowerPoint (10-15 slides) to summarize your project should be posted by one member of the team to the discussion board on or before 12/02/19. Posted presentations should also include a short review of the team's efforts and outcomes. All students will participate in discussion throughout the week (this discussion board posting has a higher point value as you will see in this syllabus). Written reports for all teams are due in the dropbox by 11:59 pm CT on 12/02/19 and must include all information on the team's needs assessment, design, implementation and evaluation plans (only one person from each team needs to submit).

Coursework at a Glance:

Assignment	Possible Points	Due
Discussion board participation (regular)	180	weekly
Discussion board participation (special topics)	60	TBA
Reflection paper 1	150	10/11/19
Reflection paper 2	150	12/09/19
Midterm Exam	200	10/28/19
Build a Training Program	260	12/02/19
TOTAL POINTS POSSIBLE	1000	

Grading Policy

Grades will be earned according to the traditional A-F system: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; < 60% = F. "As" and "Bs" denote work that is outstanding or exceeds expectations with respect to the course requirements; a "C" denotes work that meets course requirements; and a "D" denotes work that does not meet the course requirements, but is worthy of credit. <u>You must complete all of the non-discussion-based assignments to pass the course</u>.
If on any of the assignments you feel that the answer you provided did not receive due credit, you are encouraged to present your case <u>in writing within two weeks of the posting of the assignment grade on D2L</u>. Late petitions will not be considered. Should your written argument have merit, you will be given credit for the answer.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the "Technology Support and Requirements" section in the [Online Student Handbook](#) document on the "USD Getting Started" widget on the course homepage.

Student Resources

The University of South Dakota provides a number of useful services to students:

- [Online Student Handbook](#) (link also available in the "USD Getting Started" widget on the course homepage):

  This contains very important information related to the services provided by the University of South Dakota as well as University policies. In it, you will find such information as:

  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- USD Portal (http://my.usd.edu):
  The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course.

- [The USD Writing Center](#):
  The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit their website for more information.

Freedom in Learning

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic

standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

> Disability Services, The Commons Room 116
> (605) 658-3745
> Web Site: www.usd.edu/ds
> Email: disabilityservices@usd.edu

Accessibility Statement
The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible.

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

I strive to create a classroom that is engaging and inclusive of all individuals, regardless of disability, age, ethnicity, religion, gender, military veteran status, political views, etc. If you anticipate any difficulty with content or instructional methods, please contact me so we may troubleshoot potential challenges.

Student Safety and Support

In compliance with Title IX, the University of South Dakota must provide a safe and equitable learning environment for all students. You have the right to protection from: dating violence, domestic violence, gender harassment, discrimination based on pregnancy and parental status, sexual assault/rape, sexual harassment, and stalking. Read more about your rights on the USD's Human Resources website: https://www.usd.edu/human-resources/titleix. If you experience or witness any of this type of behavior, please report it to the Title IX Coordinator, Khara Iverson, 605-677-5671, Khara.Iverson@usd.edu. If you have any other concerns regarding a student such as: alcohol abuse, drug abuse, depression or suicide, please report these to the Dean of Students, Kimberly Grieve, Vice President of Student Services; MUC #218; 605-677-5331. Anonymous complaints can also be made using the Silent Witness Form.

You can also get help through the Student Counseling Center at 605-677-5777 or from the Domestic Violence Safe Option Services located in Vermillion. This is a confidential center that aids victims of sexual assault, domestic violence, and/or stalking. They have a 24 hour hotline at 605-624-5311. If you are not located in Vermillion, you can find your local services through the South Dakota Network Against Family Violence and Sexual Assault through this website.