

Campus: O'Hare, Monday, 5:30p.m. – 8:30p.m., (6/12,6/19,6/26, 7/3*, 7/10)

*If consensus is reached, by all registered students, on the first day of class, to change the date of our meeting on July 3rd, from the 3rd to the 17th, I will gladly do so. ALL students must agree.

Competence:

H2C – Can identify an organizational problem and design a plan for change based on an understanding of social science theories or models.

FX – Understands and can apply models of training and development.

Text: Telling Ain't Training, (TAT) Stolovitch, Harold and Keeps, Erica J., American Society for Training and Development, 2003, ISBN 1-56286-328-2

Instructor Christine Hayda, 312-476-3661 (office), 847 – 296-4381 (fax), chayda@depaul.edu

Course Description

Both in a stable and unstable economy, employers are compelled to make the best use of their human resources. With globalization of business, widespread and ever changing use of technology, and the ever-increasing demand by employees for work/life stability, employers are seeking ways to keep talented individuals a part of their workforce. One way in which they go about doing this is through training and development. As a manager, supervisor or HR specialist, it is important to understand the basic principles of employee training. Whether you are the initiator or consumer of training instruction, this course will help you develop an awareness of opportunities and challenges in employee training such as assessment of needs, training objectives, needs priorities, training methods and evaluation. This course has been designed as an overview course, and it is not intended for students who have extensive training and development experience. May only be taken for one competence.

Outcomes

At the end of the course the students will;

- Be able to present a plan that addresses a relatively complex problem in an organization.
- Present and connect the solution for the problem to theories or models of change.
- Be able to assess a training program
- Identify various models of training and development

Methods of Learning

The learning environment will model a laboratory, where you will have the opportunity to test the various rules, beliefs and assumptions that you may have about training and development. To fuel the discussions and learning, you may hear short lectures, read the text and various articles, and participate in small and large group discussions.

Course Requirements

Our time together during this class is very short, therefore a substantial amount of material is covered in each session. Participation in class discussions and activities are an important part of the overall learning experience therefore it carries a significant amount of weight. You will be required to read all materials prior to class. It is understood that illness, business, or family related issues may arise and one or two absences may be unavoidable. However, if you foresee that you may miss more than one class session, it is recommended that you drop the course. If you miss more than one session and choose not to drop the class, your grade will be lowered by one letter grade. Participation will be worth 20 points. If you are not able to attend class, please contact a fellow class mate to make arrangements to have any in-class handouts saved for you. The instructor will not be able to e-mail or fax missed assignments or in-class handouts.

Students will submit one final document which will be comprised of four separate parts. The first three parts, ranging between 1.5 and 2 pages, will be handed in as homework for weeks two, three and four. Each part will be worth 10 points. The conclusion will be due no later than July 31st. Details about the paper, and the requirements for each competence, will be provided in class, on the first day. The final document will be approximately 10-12 pages. (This includes the first three assignments) The paper can be dropped off at the campus, faxed or e-mailed. The conclusion of your paper will be worth 40 points.

Each student will also be required to do a short 5-7 minute presentation on the last day of class. This presentation will be related to the work that you have done on your paper. More details will be provided in class in the first day.

Evaluation/Grading

Participation = 20 points

Presentation	= 10 points
Parts I-III of Paper	= 30 points
Conclusion of Paper	= <u>40 points</u>
Total	= 100 points

Grades will be assigned as follows; 90-100 A, 80-89 B, 70-79 C, 60-69 D, >59 F.

Student Academics

Students are expected to adhere to DePaul's policy regarding academic integrity and plagiarism. As stated in the DePaul University Undergraduate Bulletin, this policy is as follows:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes, but is not limited to the following:

- a. *The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.*
- b. *Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.*
- c. *Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.*
- d. *The paraphrasing of another's work or ideas without proper acknowledgment. Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university.*

Policy on Incompletes

It is expected that students will complete course assignments by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional when a student is unable to complete required coursework by the established due dates, the student may request that a grade of Incomplete (IN) be issued, prior to the end of the course. This request must be made formally, in writing, by completion of an IN Request Form (www.depaul.edu/~snl) signed by the student and faculty. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified due date (within two quarters of completion of the course) will result in a grade change from IN to F for each enrolled competence. After the final submission deadline, the student will have no further opportunities to submit work for a passing grade. This is university policy and may not be negotiated.

About the Instructor

Christine earned her Bachelors Degree from DePaul University and, her Masters Degree in Organization Development from Loyola, Chicago. She is also working a Masters Degree in Leadership Development through the SNL MAAPS Program. She has experience working with financial institutions and non-profit church based communities. In addition to teaching at The School for New Learning, Christine has consulted and developed training for individuals who work with faith-based congregations.

Course Outline and Dates

Session I – June 12, 2006

Introductions

Review of Course Syllabus

Training Models / Theories

For Next Week:

- Assigned reading from Telling Ain't Training (TAT)
- Part I of your paper

Session II – June 19, 2006

Needs Assessment

For Next Week:

- Assigned reading from (TAT)
- Part II of your paper

Session III – June 26, 2006

Training Methods

For Next Week:

- Assigned reading from (TAT)
- Part III of your paper

Session IV – July 3, 2006

Applicability/Measurability/ROI

For Next Week:

- Assigned reading from (TAT)

Session V – July 10, 2006

Physical Space

Presentations

Course Wrap-up

FINAL PAPER DUE NO LATER THAN JULY 31st.