

**INTERAMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
ECONOMIC AND ADMINISTRATIVE SCIENCES DIVISION  
MBA PROGRAM**

**SYLLABUS – INTERNET COURSE**

**I. GENERAL INFORMATION**

Course Title: TRAINING, DEVELOPMENT AND ADMINISTRATION OF HUMAN RESOURCES  
Course Code: BADM 6020  
Credits: 3  
Requisites: None  
Term:  
Professor: Dr. Olga Maldonado Moll  
Office Hours:  
Phone Number:

**II. DESCRIPTION**

Development of skills to design training programs at the managerial level, relating theory to life experiences in each specific situations.

**III. OBJECTIVES**

At the end of the course the students will be able to:

1. Explain the foundations of training and development in organizations
  - 1.1 List the technological, administrative and social tendencies that influence organizations
  - 1.2 Explain the philosophy and purpose of training and development in organizations
  - 1.3 Discuss the importance of well-trained human resources in organizations
  - 1.4 Explain the training process cycle
2. Analyze needs assessment and training evaluation as a basis for decision making
  - 2.1 Assess the specific training needs of the organization
  - 2.2 Discuss the different models for structuring training and development programs
  - 2.3 Describe the training process cycle

- 2.4 Explain the diverse research strategies used in developing training and development programs
- 2.5 Utilize appropriate evaluation criteria in the selection of training and development programs
3. Examine the learning elements in training and development programs
  - 3.1 Discuss the learning theories that are most appropriate for training and development processes
  - 3.2 Identify the diverse learning styles in training and development programs
  - 3.3 List the factors that affect training processes and how can audiovisual aids improve their effectiveness
4. Explain diverse methods and problems in the implementation of training and development programs
  - 4.1 Discuss different methods for training managerial and non-managerial personnel
  - 4.2 List the possible problems that may arise during the implementation of training and development programs
5. Design training and development proposals
  - 5.1 Identify the most relevant issues in the development of training and development proposals
  - 5.2 List the different sections of a training proposal
  - 5.3 Select training and development strategies and techniques appropriate to the organization.
  - 5.4 Select the most appropriate teaching methods for training and development programs
6. Analyze the skills needed by trainers to face present and future organizational challenges
  - 6.1 Explain the role of the trainer as a change agent
  - 6.2 Discuss how the trainer can help promote collaborative relationships in the organization

#### **IV. COURSE CONTENT**

- A. Introduction
  1. Training Defined
  2. Forces Impacting Work and Learning
  3. Training Practices
- B. Strategic Training
  1. Needs Assessment
  2. Program Design

3. Transfer of Training
  4. Training Evaluation
- C. Training Methods
1. Traditional Methods
  2. Technology in Training
- D. Employee Development
1. Issues in Training and Development
  2. Career Management
  3. Challenges in Career Management
  4. The Future of Training and Development

## V. LEARNING ACTIVITIES

### A. Assignments

The assignments consist of discussion questions and quizzes. Each chapter in the textbook has a Quiz and a Discussion section. They consist of short tests and open-ended questions related to the content of the chapter. You may be required to submit some of the quizzes and discuss or debate selected questions.

### B. Article Review

The article review should contain a brief summary of the article and also its relevance and importance. The article must be integrated to the course by explaining how it relates and what it adds to the course material. The review will be presented and discussed with peers. The review and the reactions will be posted on the Discussion section.

### C. Case Analyses

Case problems are designed to give the student an opportunity to apply theoretical concepts and principles to a true-life situation. When reading a case, follow these steps to help you think through the problem and prepare a logical analysis:

1. Recognize the real problem:

Read the entire case to understand what it is about. List the key facts. Examine those facts and try to isolate the symptoms and define the causes.

2. Determine what training and development concepts and issues are involved:

Define the issues and the theories that may be applied to the specific situation.

3. After evaluating the causes and the principles, decide on possible courses of action to correct the situation:

List all possible actions and analyze each one in terms of its chance of correcting the situation, how it may solve the problem; how feasible is the action; what problems may arise in implementing the action; what happens if it fails, what problems may arise even if the action corrects the situation.

The written report to be submitted should be prepared according to the following outline:

- Background & Summary of Relevant Facts
- Problem Identification
- Suggested Course of Action
- Justification for Recommended Action Plan

The solution provided for the case studies should be supported by bibliography on training and development issues, theories, and models.

#### D. Group Exercises

Group exercises provide the students an opportunity to understand and apply training and development concepts and principles while experiencing group dynamics.

#### E. Forum Discussions

Students must participate in the discussion of articles, cases and exercises. As groups are too big, it will be very difficult to carry out a "chat"; thus, students may post their comments on the Discussion section as soon as they are ready, and the discussion will be open until the due date. **NO PARTICIPATIONS WILL BE ACCEPTED AFTER THE DUE DATE.**

Students can initiate a discussion as well as react to their peers' comments in order to add to the discussion. It is necessary that the topic be thoroughly discussed by all students, providing for different sides of the issues. Diverse ideas and points of view must be integrated. Quantity and quality of participations will be considered to determine the grade.

#### F. Final Project

The final project consists of a training program to be designed for a hypothetical organization. The designed program will illustrate the students' ability to apply training and development strategies to a specific organizational need. The framework for the training program is provided by the professor and must be closely followed. Students should gradually integrate to the program each topic discussed in class; thus, it will be easier to have the project ready on the due date. The program will be posted on the Discussion section. Remember that the FINAL PROJECT WILL NOT BE ACCEPTED AFTER THE DUE DATE.

G. Peer Evaluations

An evaluation form is provided so that each student will inform about the collaboration/contribution provided by each classmate in the group dynamics. These evaluations are important and strictly confidential between each student and the professor.

Course Requirements:

The lessons must be completed by the deadlines. Students must work on each lesson within the time frame provided for it. They must complete all the study sessions included in the Table of Contents icon and posted on the Calendar. Students must report each study session learning activities according to the detailed instructions included in each study session.

The students will augment the lesson plan with additional readings, as needed, to expand and clarify their knowledge of the topics.

As part of the grading process for class participation, discussion forum sessions of articles, cases and group exercises will be scheduled and posted on the Discussion section. They will be based on the application of training and development theories and concepts. Participation in interactive discussions among students is required to earn full credit.

**VI. EVALUATION**

Evaluation Criteria	Punctuation	% of Final Grade
Assignments:		
4 Quizzes	100	20%
Discussion Questions	100	
1 Article Review/Discussion	100	10%
3 Case Analyses/Discussions	300	15%
2 Group Exercises/Discussions	200	10%

Final Test	100	10%
Final Project	100	25%
Peer Evaluations	100	10%
Total		100%

### Grade Definitions

A = An excellent performer who actively participates in class discussions. Has sharp insight into the material and presents thoughtful ideas and questions. Writes logically and clearly. Integrates concepts and information learned at this and other courses. Exceeds the minimum requirements of the course.

B = Grasps subject matter at a level considered to be good or very good. Actively participates in class discussions. Writes well and produces high quality work. Demonstrates a relatively high level of knowledge and understanding of class material.

C = Demonstrates some comprehension of the subject matter but accomplishes only the minimum requirements. Displays little or no initiative. Communicates at a barely acceptable level.

F = Quantity and quality of work is below average and not acceptable.

## **VII. SPECIAL NOTES**

### **A. Special Accommodations**

Students who require special accommodations must request these services at the beginning of the course as soon as they notice that they need help. Students can access this service with Professor Jose Rodriguez, Coordinator of Students with Special Needs at the Guidance and Counseling Office on the first floor at Metro's Student Center.

### **B. Plagiarism**

Plagiarism, dishonesty, fraud and any other type of manipulation or

inappropriate behavior related with academic performance are unacceptable in our institution. Disciplinary actions will be taken on students found guilty of such practice as established in Chapter V, Article 1, Section B.2 of the Student's Rules and Regulations handbook.

<http://metro.inter.edu/servicios/documentos/reglamentosestudiantes2006.pdf>

Inter American University has very strict regulations regarding plagiarism (using the ideas or words of others without giving proper credit), so it is important that you specifically read Chapter 5, Article 1, Section B.2c of the Student' Rules and Regulations Handbook. This section clearly explains what plagiarism is. In addition, it explains the types of sanctions students are exposed to when they commit it.

### **C. Use of Electronic Devices**

Cellular (mobile) telephones and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit the accessing, storing or sending of data during tests or examinations is prohibited.

## **VII. LEARNING RESOURCES**

### **1. Textbook**

Employee Training and Development, 4<sup>th</sup> Ed. Noe, R. A. (2008). NY: McGraw-Hill Companies, Inc.  
ISBN: 978-0-07-340490-5  
MHID 0-07-340490-X

### **2. Audiovisual and Electronic Resources**

[www.mhhe.com/etd4e](http://www.mhhe.com/etd4e) -- Online Learning Center (chapter summaries, web exercises, articles, videos and quizzes)

## **IX. BIBLIOGRAPHY**

### **Books:**

The 2009 Pfeiffer Annual: Training. Biech, E. (Editor). (2009). NJ: Hoboken: John Wiley & Sons.

A Practical Guide to Training and Development: Assess, Design, Deliver and

Evaluate. Moskowitz, M. (2008). CA: San Francisco: Pfeiffer

The Trainer's Handbook. Lawson, K. (2008). CA: San Francisco: Pfeiffer

Developing and Measuring Training the Six Sigma Way: A Business Approach to Training and Development. Islam, K.A. & Trolley, E.A. (2006). NJ: Hoboken: John Wiley & Sons.

Human Development Across the Lifespan, 6<sup>th</sup> Ed. Dacey, J.S. (2006). NY: McGraw-Hill/Irwin.

Beyond Training and Development: The Groundbreaking Classic on Human Performance Enhancement. Rothwell, W.J. (2005). NY: AMACOM

Human Resource Development: Learning and Training for Individuals and Organizations, 2<sup>nd</sup> Ed. Wilson, J.P. (2005). VA: Sterling: Kogan Page Limited.

12 Habits of Successful Trainers: Tips, Tools and Intelligence for Trainers. Biech, E. & Naughton, J. (2005). ASTD Press.

Creating, Implementing, Managing Effective Training and Development: State-of-the-Art Lessons for Practice. Kraiger, K. (2002). CA: San Francisco: Jossey-Bass.

Fundamentals of Human Resources Management, 9<sup>th</sup> Ed. DeCenzo, D.A. & Robbins, S.P. (2006). NJ: Hoboken: John Wiley & Sons.

Managing Human Resources, 14<sup>th</sup> Ed. Bohlander, G.W. & Snell, S.A. (2007). OH: Mason: Thomson.

Human Resource Management, 9<sup>th</sup> Ed. Ivancevich, J. (2009) NY: McGraw-Hill.

Organizational Behavior: Key Concepts, Skills and Best Practices. Kreitner, R. & Kinicky, A. (2008). NY: McGraw-Hill/Irwin.

Organizational Behavior, 13th Ed. Robbins, S, & Judge, T. (2009). NJ: Upper Saddle River: Prentice Hall.

### **Journals and Newspapers:**

Academy of Management Journal  
Academy of Management Review  
Advances in Developing Human Resources  
Harvard Business Review  
Human Resource Management

Human Resource Management Review  
Human Resource Development International  
Human Resource Development Quarterly  
Human Resource Development Review  
Journal of Applied Behavioral Science  
Journal of Applied Management  
Journal of Applied Behavioral Science  
Journal of Applied Psychology  
Journal of Social Psychology  
Learning Executive  
Organizational Behavior and Human Performance  
Personnel  
Personnel Administration  
Personnel Journal  
Personnel Management  
Personnel Psychology  
Training and Development Digest  
Training and Development (T + D)

**Electronic Resources:**

American Society for Training and Development  
American Management Association  
Academy of Human Resource Development  
Society for Human Resource Management  
Society for Industrial and Organizational Psychology  
Center for Collaborative Organizations  
Center for Creative Leadership

[www.astd.org](http://www.astd.org)  
[www.amanet.org](http://www.amanet.org)  
[www.ahrd.org](http://www.ahrd.org)  
[www.shrm.org](http://www.shrm.org)  
[www.siop.org](http://www.siop.org)  
[www.ispi.org](http://www.ispi.org)  
[www.ccl.org](http://www.ccl.org)