

Office of Academic Affairs
Tarleton State University
Date Prepared: 12/1/08
Dates Revised:

Master Course Syllabus

Department: Management, Marketing and Administrative Systems
Course Prefix/Number: MGMT 405
Course Title: Human Resource Development
Master Syllabus Approved by Department on: 12/1/08

I. Catalog Description:

Practical and theoretical approaches to training and development of employees in an organization. Topics include organization, role and scope, training and development functions, philosophies, strategies, need analysis, development of program content, methods, materials and techniques, and evaluation and control of the training and development function.

II. Prerequisites: MGMT 302

III. Expanded Course Description:

MGMT 405 is an advanced course which emphasizes the importance of strategic, effective, high quality employee training and development in the workplace. The objective of this course is to provide students with the ability to develop and effectively assess programs which orient, train and develop workers by improving the knowledge, skills, abilities and competencies necessary for individual and organizational efficiency and effectiveness. Productivity in the workplace developed through proper training is emphasized.

This course uses a participatory approach to learning. Students are expected to develop and present training opportunities in the classroom utilizing the skills and techniques for human resource development as presented in the course.

This course serves as a human resource management required course. The course will also serve other COBA majors needing or desiring the course. This course would be a good elective for any student having achieved junior level status wanting a better understanding of the functions of training and development in public and private organizations.

IV. Intended Student Outcomes:

Knowledge Outcomes

- An understanding of the functions of Human Resource Development within an organization, training's role in organizations and how training fits into the human resources function
- An appreciation for strategic planning and the roles human resources and human resources development play in this process
- An understanding of Adult Learning Theory, learning styles and training methods to consider in determining which methods to use when developing a particular training program
- An understanding of the Human Resource Development process
- An understanding of the Instructional System Design (ISD) process
- An awareness of special training topics such as orientation, diversity, sexual harassment and team training.
- An awareness of the structure and uses of Competency Models
- An understanding of Job Analysis and Job Characteristics
- An understanding of the structure and uses of Competency Models

Skill Outcomes

- Application of each phase of the training model including needs analysis, training design, and the development, implementation and evaluation of training,

At the conclusion of the course the student will be able to:

1. Discuss the changing nature of the labor market and its impact on the training and development function.
2. Describe processes used to link Human Resource Development to business/operational needs and strategies.
3. Discuss various human resource development activities, the organization, role and scope of the training and development function, philosophies and strategies, and instructional systems design (including analysis, design, development, implementation and evaluation).
4. Demonstrate appropriate communication and participation skills and

- understanding of concepts through various related activities.
5. Conduct a training and development needs assessment
 6. Develop a competency model for a job or job task
 7. Appropriately design a learning experience(s) to achieve an identified competency development need(s)
 8. Appropriately develop the necessary tools and materials needed to deliver a learning experience
 9. Conduct and/or present a learning experience in accordance with a lesson plan
 10. Construct and conduct an effective evaluation of a learning experience in accordance with Kirkpatrick's Four Levels of Evaluation.
- V. Unless otherwise stipulated in this master syllabus by the department, the following items are subject to faculty discretion as described in each faculty member's individual course outline/syllabus:
- a) Course Requirements
 - b) Required Text(s)
 - c) Bibliography
- VI. Academic Honesty: Cheating, plagiarism (submitting another person's materials or ideas as one's own), or doing work for another person who will receive academic credit are all-impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.
- VII. Students With Disabilities Policy: It is the policy of Tarleton State University to comply with the Americans with Disabilities Act (ADA) and other federal, state, and local laws relative to the provision of disability services. Students with disabilities attending Tarleton State University may contact the Office of Disability Services at (254) 968-9478 to request appropriate accommodation. Furthermore, formal accommodation requests cannot be made until the student has been officially admitted to Tarleton State University.

Department Head Signature/Date:

Signature

_____/_____/_____
Date