

**INTERAMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
BUSINESS FACULTY  
GRADUATE DEPARTMENT  
PROGRAM MBA**

**SYLLABUS**

**I. GENERAL INFORMATION**

Course Title: Training & Development of the Human Resource  
Code and Number BADM 6020  
Credits: 3  
Academic Term  
Instructor:  
Office Location and Hours:  
Office Telephone  
E-mail:

**II. DESCRIPTION**

Analysis of the components of a training program and development of human resources from the strategic perspective. Study of theories and techniques for the elaboration of programs of training and development of employees and managers. Emphasis on the needs analysis, the evaluation of programs and knowledge transfer.

**III. OBJECTIVES**

It is expected that upon completing the course, the student should be able to:

1. Explain the foundations of training and development in organizations
2. Analyze needs assessment and training evaluation as a basis for decision making
3. Examine the learning elements in training and development programs
4. Design training and development proposals
  
5. Explain diverse methods and problems in the implementation of training and development programs

6. Explain the importance of career management to organizational competitiveness
7. Discuss the challenges that lay in the future for the training and development function.

#### **IV. 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 and will submit them at the due dates as they appear in the Calendar.

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 by the due dates 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	15%
Final Project	100	20%
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. Auxiliary services or special needs

All students who require auxiliary services or special assistance must request them at the beginning of the course or as soon as they become aware that they need them, through the corresponding registry, in the Office of the Coordinator of services for students with disabilities, Dr. María de los Ángeles Cabello. She is located in the Counseling Program, Office 111, on the first floor of the John Will Harris Building, extension 2306.

### B. Honesty, fraud, and plagiarism

Dishonesty, fraud, plagiarism and any other inappropriate behavior in relation to academic work constitutes major infractions sanctioned by the General Student Regulations. The major infractions, as stated in the General Student Regulations, may have as a consequence, suspension from the University for a definite period greater than one year or the permanent expulsion from the University, among others sanctions.

### C. Use of electronic devices

The handling of electronic devices that allow students to access, store or send data during evaluations or examinations is prohibited.

### D. Compliance with the Provisions of Title IX

The Federal Higher Education Act, as amended, prohibits discrimination because of sex in any academic, educational, extracurricular, and athletic activity or in any other program or function, sponsored or controlled by a higher education institution, whether or not it is conducted within or outside the property of the institution, if the institution receives federal funds.

In harmony with the current federal regulation, in our academic unit an Assistant Coordinator of Title IX has been designated to offer assistance and orientation in relation to any alleged incident constituting discrimination because of sex or gender, sexual harassment or sexual aggression. The Assistant Coordinator Sr. George Rivera can be reached by phone at extension 2262 o 2147, or by e-mail [griverar@metro.inter.edu](mailto:griverar@metro.inter.edu).

The Normative Document titled **Norms and Procedures to Deal with Alleged Violations of the Provisions of Title IX** is the document that contains the institutional rules to direct any complaint that appears to be this type of allegation. This document is available in the Web site of Inter American University of Puerto Rico ([www.inter.edu](http://www.inter.edu)).

## VII. EDUCATIONAL RESOURCES

## 1. Textbook

Employee Training and Development, 8<sup>th</sup> Ed. (2019). Noe, R.A. McGraw-Hill Education.

ISBN-10 : 1260565637

ISBN-13 : 978-1260565638

## IX. BIBLIOGRAPHY (OR REFERENCES)

### Books:

Boller, S. & Fletcher, L. (2020). **Design Thinking for Training and Development**. Association for Talent Development.

Dessler, G. (2018). **Fundamentals of Human Resource Management, 5th Ed. (What's New in Management)**. Pearson.

Knowles, M.S., Holton, E.F.III. & Swanson, R.A. (2020). **Adult Learner: The Definitive Classic in Adult Education and Human Resource Development, 9<sup>th</sup> Ed.** Routledge.

Phillips, J.J. and Phillips, P.P. (2016). **Handbook of Training Evaluation and Measurement Methods**, 4th Ed. Routledge

### 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	<a href="http://www.astd.org">www.astd.org</a>
American Management Association	<a href="http://www.amanet.org">www.amanet.org</a>
Academy of Human Resource Development	<a href="http://www.ahrd.org">www.ahrd.org</a>
Society for Human Resource Management	<a href="http://www.shrm.org">www.shrm.org</a>
Society for Industrial and Organizational Psychology	<a href="http://www.siop.org">www.siop.org</a>
Center for Collaborative Organizations	<a href="http://www.ispi.org">www.ispi.org</a>
Center for Creative Leadership	<a href="http://www.ccl.org">www.ccl.org</a>

---

Rev. 8/2021