



Course Prefix/Number/Title:

HRM170 - Employment Training and Development
Spring2025

Number of Credits:

3

Course Description:

This course covers basic information about the characteristics of effective orientation programs and the cope of organizations, training and continuing development programs in building an effective work force.

Pre-/Co-requisites:

None

Course Objectives:

Upon successful completion of this course, you will be able to:

1. Apply applicable laws and regulations related to training and development activities (Title VII, ADA, Title 17).
2. Compare the formal steps in the training process.
3. Develop a training presentation including course registration procedure, evaluation process, and organization.
4. Demonstrate training techniques and training development format (virtual, classroom, on-the-job)
5. Identify and apply techniques to evaluate training programs such as employee attitude, feedback, focus groups, and the ADDIE (Assessment, Design, Development, Implement, and Evaluate) model of training.
6. Maintain training records.
7. Identify training vendor relationships and optional training resources.
8. Identify methods to collect data (surveys, interviews, observation).
9. Examine how the organization, person, task analysis is related to the training needs assessment.
10. Identify the different types of training methods used today.
11. Evaluate the different types of training methods for developing managers, supervisors, and non-managerial staff.
12. Explore the special training programs that are currently popular including diversity training.
13. Apply employee relations engagement and morale (recognition, special events, diversity programs).
14. Identify organization culture (traditions, unwritten procedure).
15. Examine career development practices (succession planning, dual career ladders).
16. Identify conditions that help to make a training program successful.

17. Examine the term employee development.

Instructor:

Deidre Pugh, Social Sciences & Human Resources Instructor

Office:

Online: Please don't hesitate to email, call, or text with questions/concerns or to set up an appointment.

On-Campus (DCB): Thatcher Hall, Room 207

Office Hours:

Online: By appointment

On-Campus (DCB): Wednesdays (9:30am-5:00pm), Thursdays (10:30am-3:30pm)

Phone:

Cell: 701-840-8975

Office: 701-228-5621

Email:

Deidre.Pugh@dakotacollege.edu

Lecture/Lab Schedule:

Online

Textbook(s):

Textbook IS REQUIRED

Noe, R. (2017). Employee Training and Development, 7th Edition, ISBN #978-0078112850

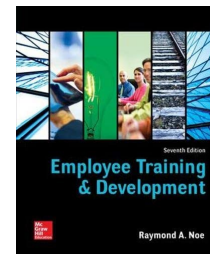
Course Requirements:

Distance learning is self-directed learning! It requires a high level of responsibility, dedication, and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade.

* Attendance is determined by your keeping up-to-date with discussion threads and assignments. You are required to participate in threaded discussions and to turn in assigned work when due. You are also required to contact me, in advance, if you know you will be "missing" an assignment so we can make arrangements to makeup the work.

DISAPPEARING: No communication from you for several weeks, or not completing your work, for whatever reason means I may initiate an administrative withdrawal. You can contact me via voice mail, text, email or by contacting the DCB Distance Education Department.

Discussions: For each week, you will have a discussion question. You need to submit 2



responses per discussion, on **SEPARATE DAYS**, with at least one of the responses to another student's post.

It is important to stay current with your discussion submissions. All the discussions for a section must be completed by the last day of the chapter and time specified. There will be no points awarded for the discussions after the due date and time.

Participation: Participating in discussions is an important means of achieving the course's objectives. Some of the topics we cover are controversial and/or sensitive, ***I would like each of you to keep an open mind and give other students the same courtesy that you expect to be given! Respect always goes a long way. If you choose to attack another student in my course, there will be consequences.***

Purpose: The purpose of the assigned threaded discussion questions is to have you participate in class discussions in much the same way as would occur in the classroom.

Criteria: Respond twice during the chapter, on SEPARATE DAYS within each topic, to the question in order to receive full credit. One of your responses, within each topic, must be to another student's post. The purpose of having you respond on different days is so you "attend" class throughout the week! If you're only responding at the beginning of the week and not logging into the course again during that chapter, you may miss out on very educational discussions.

Grading: **Superficial reflections are not acceptable!** Although it is important to thoroughly explain the ideas and concepts you are learning, merely paraphrasing or restating the concepts, definitions, or ideas is not acceptable. You should try to become more reflective and strive to improve the quality of your thought and writing as the course progresses. Remember, your discussions are your opportunity to demonstrate your learning in this course!

Online Participation – 10 points possible for each separate discussion topic

Weekly Questions: There will be questions for every week we cover. These are not tests, rather they are a way of ensuring you understand the material.

Case Study Applications: There will be 4 Case Study Applications for this course. My hope is that these will better help YOU, as students, apply the information we are learning throughout the course.

Final Project and Exam: There will be both a Final Project and a Final Exam towards the end of the course. More information on the Project can be found in Blackboard. The Final Exam will be taken during Finals Week and will cover Weeks 1-16.

Course Outline:

Week 1

Monday, January 13th-Sunday, January 19th

Week 2

Monday, January 20th-Sunday, January 26th

Week 3

Monday, January 27th-Sunday, February 2nd

Week 4

Monday, February 3rd-Sunday, February 9th

Week 4 Exam (Weeks 1-4)

Week 5

Monday, February 10th-Sunday, February 16th

Week 6

Monday, February 17th-Sunday, February 23rd

Week 7

Monday, February 24th-Sunday, March 2nd

Week 8

Monday, March 3rd-Sunday, March 16th

Midterm Exam (Weeks 1-8)

SPRING BREAK (3/10-3/16)

Week 9

Monday, March 17th-Sunday, March 23rd

Week 10

Monday, March 24th-Sunday, March 30th

Week 11

Monday, March 31st-Sunday, April 6th

Week 12

Monday, April 7th-Sunday, April 13th

Week 12 Exam (Weeks 9-12)

Week 13

Monday, April 14th-Sunday, April 20th

Week 14

Monday, April 21st-Sunday, April 27th

Week 15

Monday, April 28th-Sunday, May 4th

Week 16

Monday, May 5th-Sunday, May 11th

Final Project

FINALS WEEK

Monday, May 12th-Friday, May 16th

Final Exam (Weeks 1-16)

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

The student learning competencies of career and technical education degree programs are as follows:

- Employ industry-specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum

Relationship to Campus Focus:

Campus Focus: Nature, Technology, and Beyond

Classroom Policies:

Regular participation is highly expected.

- All exams can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction free area at home, a computer lab at a library, etc.)
- Students can complete the discussions and questions at any time between the given dates and times.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Grades are based on total points earned.

Grading: 90+A; 80-89B; 70-79C, 60-69D, 59 and below F.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, **students are not allowed to utilize generative AI to help produce any of their academic work.** Any violation

of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

*If a student is suspected of using AI on ANY assignment, including discussions, they will receive “0 points” on that assignment. If there is a second incident, the student will be reported and potentially dropped from the course!

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.