MILWAUKEE AREA *Technical College*

Milwaukee Area Technical College

HRMGT-197 Employee Training and Development
Course Outcome Summary

Course Information

Description	Students will learn the fundamentals of training and development coordination. Emphasis will be placed on terminology, the systems approach to training (needs assessments, design, implementation, and evaluation), learning principles, training methodology, and evaluation criteria as well as various employee development initiatives. Students will be able to effectively report return on investment and value-added of training initiatives and the impact on overall strategic goal achievement.
Total Credits	3
Total Hours	48

Types of Instruction

Instruction Type	Credits/Hours
Lecture	3 cr/48 hrs

Purpose/Goals

The purpose of this course is to provide students with an overview of training and developing employees.

Target Population

This course is required for students in the Human Resource Management Program. Students in other programs interested in expanding their foundational knowledge of employee and training are encouraged to enroll in this course.

Career Essentials

1.   Effective Communication Through Speaking and Listening

Program Outcomes

1.   Design an organizational workforce plan
   Type   TSA   *Status*   WIP

   Summative Assessment Strategies
   1.1.   WTCS TSA Scoring Guide

Criteria

1.1. determine staffing needs
1.2. develop a recruitment process
1.3. analyze retention strategies
1.4. design an onboarding process
1.5. prepare selection processes

2. Develop training programs

Type TSA *Status* WIP

Summative Assessment Strategies

2.1. WTCS TSA Scoring Guide

Criteria

2.1. prepare needs assessments
2.2. design training programs
2.3. implement training plan
2.4. evaluate training outcomes

3. Incorporate employment law into business practices

Type TSA *Status* WIP

Summative Assessment Strategies

3.1. WTCS TSA Scoring Guide

Criteria

3.1. explore solutions to human resource issues
3.2. relate employment laws to relevant human resource functions
3.3. identify laws that impact employment relationships
3.4. analyze situations to determine if other legal resources are required

4. Apply employees relations techniques

Type TSA *Status* WIP

Summative Assessment Strategies

4.1. WTCS TSA Scoring Guide

Criteria

4.1. assess organizational culture
4.2. evaluate performance management concepts
4.3. apply negotiation techniques
4.4. apply conflict resolution techniques
4.5. evaluate employee engagement techniques
4.6. apply DEI concepts to foster an inclusive organizational culture

Course Competencies

1. Examine how employee training and development impacts organizational effectiveness.

Assessment Strategies

1.1. Written Product
1.2. Scenario Response

Criteria

Performance will be satisfactory when:

1.1. learner explains how business strategy influences the type and amount of training in a company.
1.2. learner describes the strategic training and development process.

1.3. learner summarizes the key roles for training professionals.
1.4. learner describes the critical aspects of the training design process.
1.5. learner identifies appropriate resources (e.g. journals, websites, etc) for learning about training

research and practice.

1.6.   learner achieves a score of 70% or higher on written assignments.

Learning Objectives

1.a.   Discuss training dynamics influencing the workplace.
1.b.   Explain how an organization's staffing and human resource planning strategies influence training.

2.   Coordinate an effective needs assessment for a required training program or planned change initiative.

Assessment Strategies

2.1.   Case Study
2.2.   Written Objective Test
2.3.   Written Product

Criteria

Performance will be satisfactory when:

2.1.   learner identifies the elements of the needs assessment: organization, person and task analysis.
2.2.   learner applies the steps involved in conducting a task analysis.

2.3.   learner analyzes task analysis data to determine the tasks for which people need to be trained.
2.4.   learner identifies the concerns of executives, managers and trainers in a needs assessment.
2.5.   learner describes how personal characteristics, input, output, consequences, and feedback influence performance and learning.
2.6.   learner discusses conditions to ensure that employees are receptive to training.
2.7.   learner explains competency models and the process used to develop them.
2.8.   learner achieves a score of 70% or higher on written assessments.

Learning Objectives

2.a.   Conduct a needs assessment.
2.b.   Determine if training is the appropriate intervention.
2.c.   Explain by testing the assumption of the needs assessment to determine the root cause of problem and diagnosis level.

3.   Explain the implications of learning theory for instructional design.

Assessment Strategies

3.1.   Project
3.2.   Written Objective Test
3.3.   Case Study

Criteria

Performance will be satisfactory when:

3.1.   learner compares various learning theories for practical application.
3.2.   learner contrasts various learning theories for practical application.
3.3.   learner describes the five types of learning outcomes.
3.4.   learner explains how learners receive, process, store, retrieve, and act upon information.
3.5.   learner describes the four stages of the learning cycle.

3.6.   learner describes the four fundamental learning styles.
3.7.   learner identifies various forms of instruction that support learning
3.8.   learner describes critical features of good instruction that facilitates learning

Learning Objectives

3.a.   Compare effectiveness of various learning theories.
3.b.   Contrast effectiveness of various learning theories.
3.c.   Explain the relationship among learning processes, learning cycle, learning styles, and instructional design.

4.   Demonstrate the practical steps involved in designing effective training programs, courses, and lessons.

Linked Career Essentials

Effective Communication Through Speaking and Listening

Assessment Strategies
4.1.   Case Study
4.2.   Written Objective Test
4.3.   Project

Criteria

Performance will be satisfactory when:

4.1.   learner explains program design, including the steps involved.
4.2.   learner exercises good judgement in the selection and preparation of a training site.
4.3.   learner chooses trainers aligned with content, needs assessment, and audience.
4.4.   learner describes the key features of an effective design document.
4.5.   learner describes the key features of an effective course or lesson plan.
4.6.   learner describes the key features of an effective lesson plan overview.
4.7.   learner achieves a score of 70% or higher on written assessments.

Learning Objectives
4.a.   Describe the elements of an effective training plan
4.b.   Explain the four components of program design
4.c.   Design a training module, workshop, or program

5.   Create a work environment that will facilitate transfer of learning.

Assessment Strategies
5.1.   Case Study
5.2.   Demonstration
5.3.   Project
5.4.   Written Objective Test

Criteria

Performance will be satisfactory when:

5.1.   learner describes obstacles in the work environment that inhibit transfer of learning.
5.2.   learner explains characteristics of a positive climate for learning transfer of training.
5.3.   learner discusses the role and responsibility of managers as it relates to transfer of learning in the workplace.
5.4.   learner explains the role and responsibility of the learner in transfer of learning to the workplace.
5.5.   learner discusses the role of the trainer to ensure transfer of learning in the workplace.
5.6.   learner achieves a score of 70% or higher on written assessments.

Learning Objectives
5.a.   Diagnose transfer of learning obstacles.
5.b.   Resolve transfer of learning obstacles.
5.c.   Explain to a manager how to ensure that transfer of training occurs.

6.   Apply the process used to plan and implement an effective training evaluation.

Assessment Strategies
6.1.   Case Study
6.2.   Project
6.3.   Written Objective Test

Criteria

Performance will be satisfactory when:

6.1.   learner describess five types of outcomes or criterion used to effectively evaluate a training initiative.
6.2.   learner identifies the various types of evaluation methods used to measure the effectiveness of a training initiative.
6.3.   learner discusses the importance of the threat to validity and its impact on the evaluation design of a training initiative.
6.4.   learner explains the strengths and weaknesses of each of the following evaluation designs: post-test only, pretest/post-test with comparison group, and pretest/post only.
6.5.   learner describes factors that influence the choice of evaluation design.

6.6. learner calculates return of investment (ROI) as it relates to the effectiveness of a training initiative.

Learning Objectives
6.a. Explain the steps of the evaluation process.
6.b. Select outcomes to evaluate a training program.
6.c. Choose the appropriate evaluation based on the characteristics, the importance, and purpose of the training.

7. **Analyze various traditional training methods for effective application and use.**

Assessment Strategies
7.1. Case Study
7.2. Written Objective Test
7.3. Project

Criteria

Performance will be satisfactory when:

7.1. learner explains the importance of the 70-20-10 model as it relates to employee learning.
7.2. learner explains the difference between social contextual learning and guided competency development.
7.3. learner describes three types of presentation training methods: lecture, video, and on-the-job training.
7.4. learner summarizes four types of hands-on methods training methods: self-directed learning, apprenticeship, simulation, and case study.
7.5. learner defines six types of group building training methods: business games, role-playing, behavior modeling, adventure learning, team training, and action learning.
7.6. learner compares different types of training methods by outcome, environment, and cost of training.
7.7. learner contrasts different types of training methods by outcome, environment, and cost of training.

Learning Objectives
7.a. Evaluate the effectiveness of different types of traditional training methods.
7.b. Choose a viable traditional training method based on a specific learning outcome.
7.c. Design a training initiative with appropriate training methods that align with specific learning outcomes to correct a problem.

8. **Rank the strengths and weaknesses of traditional training methods versus those of technology-based training methods.**

Assessment Strategies
8.1. Case Study
8.2. Project
8.3. Written Objective Test

Criteria

Performance will be satisfactory when:

8.1. learner explains how technology has changed the learning environment.
8.2. learner analyzes technology-based training methods.
8.3. learner explains the benefits for an organization in using technology-based training methods versus traditional training methods when considering the same learning outcomes.
8.4. learner discusses key factors that a company must consider before deciding to use technology-based training to ensure effective learning occurs.
8.5. learner explains why an organization would use a combination of face-to-face instruction and web-based training.
8.6. learner discusses how distance learning be designed and used to avoid some of the learning and transfer of training problems of the traditional lecture method.
8.7. learner achieves a score of 70% or higher on written assessments.

Learning Objectives
8.a. Explain how new technologies are influencing training.
8.b. Explain how learning and transfer of training are enhanced by new training technologies.

9. **Examine the importance of employee development in today's organizations**

Assessment Strategies

9.1.   Case Study
9.2.   Project
9.3.   Written Objective Test

Criteria

Performance will be satisfactory when:

9.1.   learner explains the difference between training and development.
9.2.   learner describes the responsibilities of the organization in the development planning process.
9.3.   learner describes the responsibilities of the employee in the development planning process.
9.4.   learner discusses the components of an effective development plan.
9.5.   learner reviews the four approaches to employee development: formal education, assessment, job experiences, and interpersonal relationships.
9.6.   learner explains the difference between coaching and mentoring.
9.7.   learner describes key design factors for an effective development system.
9.8.   learner describes why assessment is critical in the employee development process.
9.9.   learner selects from the different types of assessment methods used for effective employee development to support organizational goals.
9.10.   learner achieves a score of 70% or higher on written assessments.

Learning Objectives

9.a.   Explain the four approaches used to develop employes.
9.b.   Assess different strategies that organizations use to develop employees
9.c.   Develop an employee development plan.

10.   Evaluate the potential legal issues that relate to training.

Assessment Strategies

10.1.   Case Study
10.2.   Written Objective Test
10.3.   Project

Criteria

Performance will be satisfactory when:

10.1.   learner analyzes the legal implications that an organization may have for failing to provide required training or providing inadequate training.
10.2.   learner discusses the liability and legal implications that a company can incur due to an employee injury during a training activity.
10.3.   learner explains the implications of incurring injuries to employees or others outside the training session.
10.4.   learner discusses the legal implications of breach of confidentiality or defamation as it relates to the training process.
10.5.   learner explains the implications of not providing accommodations for trainees with disabilities.
10.6.   learner explains the liability that can be incurred by excluding women, minorities, and older Americans from training programs.
10.7.   learner discusses the legal implications of failing to ensure equal treatment while training.
10.8.   learner discusses the legal implications of reproducing and using copyrighted material in training classes without permission
10.9.   learner explains the legal implications of incorrectly reporting training as an expense, or failing to report training reimbursement as income.
10.10. learner achieves a score of 70% or higher on written assessments.

Learning Objectives

10.a.   Evaluate various situations that may result in legal action
10.b.   Develop training policy that align with federal and state law.
10.c.   Explain the importance of the role of training in managing workforce diversity and inclusion

Revised By:

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Revision Date:

August 13, 2021

November 3, 2021