



QUINLAN
SCHOOL of BUSINESS

Schreiber Center • 16 E. Pearson St.
Water Tower Campus • Chicago, IL 60611
LUC.edu/Quinlan

Human Resource Development (HRER 429)

Summer Term 05/21/2018-07/31/2018

Tu 6:00-9:00 pm Schreiber Center 605

Adjunct Instructor: Iva Vurdelja

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Office Hours: Tuesdays (class days) 5:00-6:00 pm, or by appointment
Schreiber Center, 505F / Phone Ext 5-8583

Course Overview

This course will equip students with the fundamentals of learning and development. By the end of the course, students will understand the critical role that *strategic* Talent Development (a \$300+ Billion global industry) plays within an organization, as well as the impact professional development has on employee performance and engagement.

The format of the class will be a combination of textbook readings, discussions, class lectures, assignments, presentations, case studies and videos. Attendance and active participation is expected from all students.

Course Objectives and Learning Outcomes

Students will learn the following in this class: the basics of instructional design, considerations for selecting the best instructional method, how to deliver training, learning technologies, and how to evaluate the impact of a learning solution on the employee and organization. Students will have an opportunity to design a needs assessment, identify learning outcomes, outline elements of a learning solution, and establish evaluation criteria through a group project. Additionally, students will learn about adult learning theory, the importance of career planning, coaching, and integrated talent management. By collaborating on writing a group report and participating in a team presentation, students will improve their collaboration, leadership, analytical, and facilitation skills.

Required Materials

- Textbook: Raymond A. Noe (2017) *Employee Training and Development*, 7th Ed. New York: McGraw-Hill Irwin. ISBN: 978-0-07-802921-9
- Kathleen Taylor & Catherine Marienau (2016) *Facilitating Learning with the Adult Brain in Mind*, Jossey-Bass, San Francisco. ISBN: 978-1-118-71145-3

Recommended:

- *The 6 Disciplines of Breakthrough Learning*, 3rd Ed. Pfeiffer; ISBN: 978-1118647998
- Heather Barnfield: *FYI: For Your Improvement - Competencies Development Guide*, 6th Edition (Korn Ferry)
- Additional reference materials will be posted on Sakai

Suggested Supplementary Resources

- Association for Talent Development (ATD) – www.td.org

Exams

There will be two exams: a midterm and final. Both in-class exams will consist of multiple choice questions and essays. The exams will cover material from assigned readings, lectures, classroom discussions, and activities. Students are responsible for materials covered in class and content from required readings.

Grading criteria for the exams include:

- Knowledge of the subject matter
- Linkage to assigned texts and class activities
- Answering every part of the question

Exams are designed to provide an opportunity:

- To demonstrate the HRD knowledge you acquire from the textbook and class
- To develop your ability to critically analyze HRD problems and to develop appropriate solutions

Final Project Overview

Team Proposal and Presentation

Working in teams of three to four students, you will design a learning solution for a specific organization, need, and employee segment (to be assigned the first day of class). Taking the role of consultants, you will write a proposal for your client organization describing your recommendations and rationale. Your proposal will be completed and submitted in two parts. You will also present one 15-minute presentation based off a section of your written proposal.

This assignment is designed to help you:

1. Implement strategic learning solutions that contribute to an organization's performance.
2. Integrate and apply the knowledge you acquire from the textbook and class discussions.
3. Gain experience working with a project team and honing your presentation/facilitation skills.

Part 1 - Client Proposal and Presentation due 06/12

The first part of the proposal will focus on defining business outcomes, assessing needs, evaluating the impact of the solution, and how you plan to document results. Your proposal should reference concepts, tools, and content covered in class and from your readings. At a minimum, your proposal should address the following topics:

- Brief overview of the organization, highlighting information relevant to the learning solution.
- Description of how the learning solution addresses a strategic business need.
- Training needs assessment (proposed method), including how the needs assessment will be crafted, rationale for the type of assessment chosen, information you expect to gain through conducting the assessment and how that data will inform your learning solution.
- Program objectives and learning outcomes, including how you will measure whether or not those outcomes are achieved.
- Sample evaluation showing how the program will be evaluated.

You will be expected to create a 15-minute client presentation related to the first half of your proposal. Other students in class will play the role of the client and provide feedback. Following your presentation, you will also submit a written draft of your proposal for my review. This draft will not be graded.

Part 2 - Client Final Proposal

The second part of the proposal will focus on designing the complete experience, delivering for application, driving learning transfer, and deploying performance support. This part will be a continuation of the first half of your proposal and should also reference concepts, tools, and content covered in class and from your readings. At a minimum, the second half of your proposal should address the following areas:

- Why a particular training method was chosen over other delivery methods.
- Estimated cost.
- Outline of the learning solution's components.
- Design and delivery of an interactive learning exercise or activity and explanation for how/why it was chosen.
- Factors taken into consideration when planning for the transfer of learning.
- What kinds of performance support will be included in the design.

Final Client Proposal Presentation due 07/10

Each team will have 15-20 minutes to deliver their class presentation. You should consider yourselves external training consultants recommending a learning solution to a prospective client (i.e., the class). You are encouraged to use handouts and visual aids as appropriate. If you use PowerPoint, bring your presentation on a USB Flash Drive. Please make arrangements with me for special AV equipment which is beyond the computer and projector for PowerPoint, dry erase board and overhead machine which is normally provided in the classroom. Plan your use of this equipment in advance so delays in setting-up for your presentation can be reduced. The presentation evaluation criteria used to grade this assignment can be found in Sakai.

Written Final Proposal due 07/17

Each team member is expected to contribute to all sections of the written proposal. Both the first and second halves of the proposal should be formatted consistently and flow in a seamless manner (i.e., as if it were one proposal). The proposal must be typed in a Microsoft Word Document (Times New Roman 12-point font), double spaced with 1-inch margins. Each half of the proposal should be approximately 10 pages in length, including sample documentation. Although outside information sources in addition to your textbook are not required, proper referencing should be used if you consult books, periodicals, or internet sources.

The Microsoft Word Document file you submit through Sakai "Assignment" should be named "**Proposal your last names in alphabetical order.doc**" For example, "TA Herendez Scott Smith Zeller.doc." Note the spaces between the names. It is important the file submitted is **named correctly** to facilitate grading and giving feedback. Each proposal should have a title page that includes your names, email addresses and assignment identification. Please use page numbers in your report so I have reference points for giving feedback.

Only one member of your team should submit the final HRD Report to Sakai or email me by midnight on the due date.

Weekly Status Updates

Starting the third week of class, one member of each team will prepare and deliver to the class a brief status update on their project. The purpose of these updates is three-fold: 1.) to ensure you are making progress on designing your learning solution, 2.) to solicit feedback from the class before investing too much time developing the various project components (i.e., course correct), and 3.) to reinforce content previously covered in class readings and discussions. 4) Provide practice presenting professional materials.

Peer Evaluation

Following the delivery of the group's final project, a peer assessment will be conducted where each member of the team will rate their peers' level of support and contributions. Individuals will be graded on the quality of the full written proposal and presentation.

Evaluation

Team Initial Project Proposal Presentation	10 pts
Mid-term Exam	25 pts
Team Final Presentation	15 pts
Team Final Project Paper	25 pts
Final Exam	40 pts
Peer evaluation	15 pts
Classroom attendance	10 pts
Class participation	10 pts

TOTAL: **150 pts**

Five bonus points can be earned by attending one of the selected events that is sponsored by either Loyola's Institute of Human Resources and Employment Relations or the Human Resource Student Association (HRSAs) during the term. To earn points students are required to write a one-page paper identifying what they learned at the event. This paper can be handed in during class or emailed to me at any time throughout the term. Events that qualify for bonus points are posted on Sakai. Note that bonus points are only awarded for attending one event during the term and you cannot use a single event to qualify for bonus points for more than one class during the term.

The opportunity to earn bonus points is provided to encourage you:

- To enrich your human resource and employment relations knowledge
- To develop your professional network of students, alumni and other HRER professionals in the Chicago-land area.
- To involve you in important discussions taking place in the HRER field

The total points for all assignments are used to determine the final grade. Based on the total points earned, a letter grade will be assigned:

Course Grading Scale

A	143-150
A-	136-142
B+	128-135
B	118-127
B-	108-117
C+	100-107
C	91-99
C-	87-90
D+	80-86
D	76-79
F	75 and below

If you submit an assignment late or plan on missing an exam, you need to contact me prior to the due date. Depending on the circumstances, late or missed assignments may be considered for 50% of the original point value.

Learning Journals

Due to experiential nature of this course, you are encouraged to keep a journal of course learning with an emphasis on observations, practical application and reflection of your own reactions to learning inside and outside the classroom. Although keeping a journal is not a graded assignment, your journal entries will help you deepen your self-awareness and support our classroom discussions.

Sakai

Sakai is Loyola University's online learning management system. It is a collaborative platform for Loyola faculty, staff, and students to interact and support teaching and learning activities. Sakai offers tools for university courses, research projects, organizations, and groups. Instructors at Loyola use Sakai as an extension of their classes – a place to access the class syllabi, handouts, assignments, notes, take online quizzes or tests, and view your grades.

We will use Sakai as an interactive way to communicate. While slides for each class will be posted to Sakai, I will provide a hard copy of the slides for each week's class. You should check Sakai regularly to stay up to date with what has been added or changed.

Additional help using Sakai can be found at <https://sakai.luc.edu/portal> and by contacting Loyola's Help Desk at help@luc.edu or sakai@luc.edu.

Personal questions or concerns should be sent to my email or you can make an appointment to see me. Please note that I use your "luc" email to communicate with you.

Attendance

One of the primary benefits of this class is the opportunity to learn from each other's diverse work and life experiences. Participation requires *preparation* before class, *attendance* in class, and *presentation* of your ideas to the class. Class attendance is mandatory and essential to the value of the learning experience. You are expected to attend all class sessions in order to pass the course. Missing more than 20% (2 classes) of scheduled classes severely jeopardizes the ability to pass the course.

In the event unavoidable emergencies or conflicts prevent you from attending class, you must notify the instructor by e-mail prior to missing the class, and request options for covering missed material. Most of the subjects in a course are sequential. Therefore, it is important to understand the material covered in the missed class before the next class.

Make-Up Examinations/Assignments

Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

Class Schedule

Week/Date	Class Content	Assigned Reading
1 May 22	Intro to the course/Syllabus review Group Assignments/ Project Work Adult Learning Theory	Chapter 1 – <i>Ee T&D</i>
2 May 29	Making Training Strategic Needs Assessment	Chapters 2 & 3- <i>Ee T&D</i> Articles posted on Sakai
3 June 5	Learning Transfer Training Program Design	Chapters 4 & 5- <i>Ee T&D</i> Worksheets posted on Sakai
4 June 12	How We Learn Mindsets Initial Project Proposal Presentations and feedback (all teams)	Chapters 1-3 - Taylor & Marienau
5 June 19	MIDTERM EXAM Training Evaluation	Chapter 6 - <i>Ee T&D</i>
6 June 26	Methodologies: Traditional & Technology-based Training Methods Performance Support	Chapters 7 & 8 - <i>Ee T&D</i> Chapter 4 – Taylor and Marienau
7 July 3	Developing Future Workforce Adult Cognitive and Social-Emotional Development	Chapter 8 – Taylor & Marienau Articles posted on Sakai
8 July 10	Facilitating Lifelong Learning Complexities of modern life Use of reflection and feedback Theories and models of learning Final Project Proposal Presentations (all teams)	Chapter 9 & 10– Taylor & Marienau Articles posted on Sakai
9 July 17	Employee Development & Career Management Leadership Coaching Mentoring Team Final Project Paper Due	Ch 9 & 11– <i>Ee T&D</i> Articles posted on Sakai/ Handouts
10 July 24	FINAL EXAM Reflection and closure	

Please note: This class may occasionally deviate from the course outlined above. The instructor reserves the right to make changes as needed to the course syllabus.

Additional Information

- To minimize distractions, laptops, tablets, smart phones must be turned off and put away during class
- All cell phones must be placed on vibrate during class. No texting during class.
- Please check Sakai for announcements and handouts before each class.
- Bring your textbooks and assigned readings to each class.
- If you must miss a class, be aware that exams cover material discussed in class in addition to assigned readings and handouts. It is your responsibility to get notes and information from your classmates regarding the discussion you may have missed.