



Course Syllabus

BAM 470: Training and Organizational Development

**School of Management
20 Credit**

Faculty

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

Course Description

Skills in training and organizational development are essential to good management. Students focus on training and development in multiple organizational contexts, with emphasis on the basic principles of adult learning. Students examine foundational research on adult learning, and apply best practices to training and development needs via the design, development, and delivery of learning opportunities.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The Reading List can be found under Course Information in Blackboard as well as from the [Library](#) homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CityU Learning Goals

This course supports the following City University learning goals:

- Professional competency and professional identity
- Lifelong learning

Course Outcomes

In this course, learners:

- Assess the success of training for participants and organizations.
- Apply best practices in the design and development of training intended for adults.
- Implement instructional strategies that reflect current adult learning theory.
- Examine the current major trends in training and development affecting organizational learning.
- Analyze training and development needs and goals in relevant organizational contexts.

Core Concepts, Knowledge, and Skills

- Assessment of student learning
- Asynchronous learning environment
- Curriculum design
- Curriculum development

- Data analysis
- Delivery modes
- E-learning
- Engaging learners
- Evaluation of curricula
- Experiential learning
- Formative assessment
- Instructional materials
- Instructional resources
- Instructional strategies
- Interactive content
- Kirkpatrick's four-level evaluative process
- Learning needs
- Learning outcomes
- Learning styles
- Motivation to learn
- Needs assessment
- Outcomes-based design
- Summative assessment
- Survey analysis
- Survey construction
- Synchronous learning environment
- Technology trends in learning
- Technology-supported learning
- Training goals
- Training sponsor

Overview of Course Grading

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments

	<i>% of Final Grade</i>
Learning Trends Analysis	20%
Training Needs Assessment	20%
Training Design and Development	20%
Practicing Effective Instruction	20%
Training Evaluation	20%
TOTAL	100%

Specifics of Course Assignments

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Outcome 1: Learning Industry Trends Analysis

You will identify at least **three major training or development trends that are common across industries**. A trend is something that is current, emerging, or new in the T&D industry. For instance, leadership training is **not** a new trend, but there are new ways of acting and thinking within that topic that could be explored.

You will first discuss the trends, and then apply the trend your professional setting or an aspiration.

For this paper you will then conduct an analysis of **each trend of the three trends**, and you will include the following:

- **Organizational Context:** A description of the organizational context being used for this analysis;
- **Trend Description:** A description of each trend with several scholarly or authoritative sources supporting its recognition as a major trend;
 - List the pros and cons of the trend and address why not everyone is using this trend;
 - List how the trend supports adult learning theories (See the work of Malcom Knowles).
- **Trend Impact:** An analysis of the impact of this trend on learning in the selected organizational context in the next 1-3 years, with at least **two** scholarly or authoritative sources supporting the projected impact;
- **Synthesis:** A synthesis of how the three trends selected could interact to affect the selected organizational context;
- **Recommendations:** A set of at least three recommendations for responding to, and taking advantage of, the trends being analyzed.
- **References:** Appropriate sources should be cited in APA format and referenced to support the analysis.

It is recommended that you use the list titles above as headings in your paper to ensure that you do not miss any required sections.

You may propose an alternative project of your own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Style and Mechanics	15%
Finding and selecting information resources	15%
Major trends in training	70%
TOTAL	100%

Outcome 2: Needs Assessment

You will construct a **needs-assessment plan** for an organizational issue related to your professional setting or aspirations.

This assessment should begin with an **organizational problem** that needs analyzed. At the beginning of the analysis, you do not know if the issue is a training issue, and you will develop an assessment that is designed to look at the problem stated. The needs assessment outcome would determine if the issue can be addressed through training and development activities.

It is not required that you conduct the assessment. This is **plan** for how you would complete an assessment of an organizational issue. **This assignment is not a case study** of an analysis that has already been completed; it is to be original thought and planning.

The needs assessment will include:

- **Problem Statement:** Clearly state the organizational problem that is the focus of the assessment.
- **Training Sponsor:** A description of the main sponsor of the training, such as an organization, a manager within the organization, a team leader, etc.
- **Audience:** A description of the population of participants who you will include in the assessment. List who should be interviewed and/or surveyed.
- **Assessment Method:** A method for determining the specific needs of potential participants, the goals of the sponsor, and the scope of these needs.
- **Questions:** Include the questions that would be asked.
- **Analysis Methodology:** Describe the method you will use to prioritize or rank the results. This includes a description of how the data would be analyzed.

You may propose an alternative project of your own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

It is recommended that you use the list titles above as headings in your paper to ensure that you do not miss any required sections.

<i>Components</i>	<i>% of Grade</i>	
Needs assessment	70%	
Critical Analysis	15%	
Style and Mechanics	15%	
TOTAL		100%

Outcome 3: Training Design and Development

This outcome **can be** a continuation of the same topic as Outcome 2. You will first complete a **design** for the training or learning experience you identified in the Training Needs Assessment.

Note: Since you will not have conducted the needs assessment, you can take a specific topic that you see in the organization related to the problem and develop a training plan design.

The plan should be a comprehensive **outline** of the purposed training program. Depending on the scope of the training course, you will then develop some or all of the training, as feasible and approved by the mentor.

Deliverables for this outcome are:

1. Students will complete a design “executive brief” including all the items below. The design brief will also include a discussion of the **justification of the choices made**, using principles of adult learning theory such as learning styles, motivation to learn, building on prior knowledge, etc. Appropriate sources should be cited and referenced.
 - The intended audience;
 - The recommended delivery mode;
 - Learning outcomes;
 - Primary learning activities;
 - Learning resources;
 - Recommended supporting technology tools;
 - Means of formative and summative assessment of participant learning.
2. The development (producing one or more modules, lessons, or learning activities) should include appropriate instructional materials and appropriate use of interactive technology to enhance learning.

You may propose an alternative project of your own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Best practices	70%
Critical use and application of information	15%
Style and Mechanics	15%
TOTAL	100%

Outcome 4: Practicing Effective Instruction

You will choose a topic you know well, or continue with the topic in Outcome 2 and 3, and develop a learning unit on that topic. This will build on Outcome 3's design and module developed.

You will deliver the training to an audience of adults who can give you feedback. These can be work colleagues or others that you may know. They can view the presentation in person or you can share the video version and get feedback from them electronically.

After the delivery, you will gather feedback from the "students" about your teaching practices.

For grading you will:

1. **Provide an outline that includes the learning outcomes**, core concepts and skills, and proposed assessments of student learning for the learning unit. (This can be a recap of the elements covered in Outcome 3). Include the method used to gather feedback from the "students" on teaching practices.
2. **Deliver a video recording of yourself** facilitating/teaching the learning unit. Pay special attention to organization and pacing of the lesson. Gather feedback from the "students."
3. **Provide a written reflection** on the strengths and areas of improvement revealed in the experience and feedback from students.
4. **Include the final version of your PowerPoint or other visuals.**

You may propose an alternative project of your own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>	
Oral Presentations	15%	
Visual Design	15%	
Feedback and Reflection	20%	
Implement strategies	50%	
TOTAL		100%

Outcome 5: Training Evaluation

You will complete a plan for a full four-level evaluation of the training you designed and developed. Using **Kirkpatrick's** model (citing and referencing your sources appropriately), you will identify or develop tools to examine:

- Reaction of participants;
- Participants' level of learning at the conclusion of the training;
- Participants' ability to apply their learning in the relevant organizational context;
- The results of the training in terms of how well it meets the sponsor's goals and include measure to determine ROI.

You will submit a comprehensive plan for implementing all four levels of evaluation, and include at least two recommendations for substantive improvements based on the evaluation of the design, development, and delivery of your training.

You may propose an alternative project of your own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Component</i>	<i>% of Grade</i>	
Assess the training	70%	
Critical Analysis	10%	
Style and Mechanics	10%	
Finding and selecting information resources	10%	
TOTAL		100%

Course Policies

Late Assignments

There is no late assignment policy for this class as it is self-paced. However, you do have two quarters to complete the course; otherwise, you will receive a 0.0 grade and Boeing will seek the monies back for the course via payroll deduction.

Participation

Students who engage actively with the mentor are the most successful. There are opportunities to participate with other students in the same course via the discussion board, though this is not required.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA format 7th edition style.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not

acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.