



Essentials of Training Undergraduate Course Information Guide

Course Number: BADM 110, 2 credits, 5 Weeks
Delivery Formats: Online Async

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Course Description

In this course, students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results.

Learning Outcomes

After completing this course, you will be able to:

- Apply a systematic approach to training and development, starting with needs assessment and ending with evaluation.
- Describe theories about how people learn and apply that learning to change their behavior.
- Describe different approaches to training and development, and be able to identify which ones are most useful for which kinds of knowledge, skills, abilities or attitudes.
- Describe and apply processes to support long-term behavior change – the transfer of new knowledge to work.
- Describe how to evaluate the success of training and development.

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

This class will not teach you everything about training and development. It is designed to help you learn the essentials – a systematic approach that you can use in any

organization, or in your own life. You will have the opportunity to explore any of the areas that we will address in more depth if you choose.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Noe, R. (2020). Employee Training and Development. (8th Ed.). New York: McGraw-Hill/Irwin. ISBN 978-1-260-04374-7

An electronic version of the text is available.

Learning Deliverables

This course contains discussion forums related to the topics you are studying each week.

This class has four case analyses. One of the case analyses will be a group assignment. The goal is to help you view aspects of training and development from a broader perspective, informed by the ideas and approaches of a few other students. It also allows you the chance to get to know a few other students better.

There is also a term research final project.

Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Weekly Discussion	35%
Weekly Mini Case Studies	20%
Research Project	45%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Employee Training and Development / Needs Assessment	Noe, R., Chapters 1 and 3	1.0 Introductions Discussion Forum 1.1 Training Needs Analysis 1.2 Case 1: Is This the Right Training?
Week 2, Module 2: Learning and Transfer of Training/Program Design	Noe, R., Chapters 4 and 5	2.1 How Do People Learn and Change? 2.2 Case 2: Should This Training Work? 2.3 Term Project: Part 1 Setting and Needs Analysis
Week 3, Module 3: Traditional Training Methods/Technology- Based Training Methods	Noe, R., Chapters 7 and 8	3.1: Training & Developing Approaches 3.2 Case 3: Can I Help You? 3.3 Term Project: Part 2 - Analyze Training & Development Approaches

Week 4, Module 4: Learning and Transfer of Training/Employee Development and Career Management	Noe, R., Chapters 4 and 9	4.1 Walking the Talk: Transfer to the Job 4.2 Case Analysis: Off to College (Group) 4.3 Term Project: Part 3: Analyze Transfer and Change
Week 5, Module 5: Training Evaluation	Noe, R., Chapter 6	5.1: Evaluating Training and Success Outcomes 5.2: Term Project (Final)

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

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