

**COURSE DESCRIPTIONS**

<b>Faculty</b>	Business				
<b>Department</b>	Human Resource Dept.	<b>NQF level</b>	7		
<b>Course Title</b>	Training and development human resources	<b>Code</b>	302705	<b>Prerequisite</b>	
<b>Credit Hours</b>	3	<b>Theory</b>	x	<b>Practical</b>	
<b>Course Leader</b>		<b>email</b>			
<b>Lecturers</b>	Prof. Jamal Abudoleh	<b>emails</b>	j.abudoleh@jadara.edu.jo		
<b>Lecture time</b>	Sat. 1.30-3 pm Sunday 18-19.30 pm	<b>Classroom</b>	D 310	<b>Attendance</b>	
<b>Semester</b>	Fall 2023-2024	<b>Production</b>	18/10/2023	<b>Updated</b>	
<b>Type of Teaching</b>	<input type="checkbox"/> Face to Face <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online				

**Short Description**

The objective of this course is to provide students with the necessary knowledge and skills to be able to design, implement, and evaluate the training programs. In addition, this course emphasis will be on addressing in depth the main and detailed issues that might face the training specialists and how to deal with these issues to make sure the success of the training program.

**Course Objectives**

1. Introduction to the structure of T&D Dept and its interface with other organizational departments.
2. Fully discuss all about employee/managers training and development issues.
3. Strategic training and how to link training plan with organizational plan.
4. Explain the training needs assessment process.
5. Explain the program design parameters.
6. Explain the training evaluation methods
7. To explore the reality of MTD in the arab wold and in the westren europe.

**Course Intended Learning Outcomes (CILOs)**

**A. Knowledge - Theoretical Understanding**

1. a1. To explain why training and development is important as a function of human resources management.
- a2. To explain why training should be seen as strategic process.

**B. Knowledge - Practical Application**

1. a3. To illustrate how to link training plan with the organizational strategic plan and how to determine the organizational business strategy in relation to training strategy.
<b>C. Skills - Generic Problem Solving and Analytical Skills</b>
b1. Examine the practical steps in the system approach to conduct training programs
<b>D. Skills - Communication, ICT, and Numeracy</b>
b2. To understand the importance of human skills and the value of soft skills. b3. To be aware to the importance of how to train people in being effective in dealing with others. Also, to understand the increased use of new technologies for training delivery.
<b>E. Competence: Autonomy, Responsibility, and Context</b>
c1. Differentiate between training evaluation, effectiveness, outcomes, and evaluation design in term of the cost-benefit analysis for any MTD programme.
<b>Teaching and Learning Methods</b>
<input checked="" type="checkbox"/> Face to Face Lectures <input type="checkbox"/> Brain Storming <input type="checkbox"/> Synchronous remote <input type="checkbox"/> Asynchronous remote <input checked="" type="checkbox"/> Using Video <input checked="" type="checkbox"/> Discussions <input type="checkbox"/> Research Project <input checked="" type="checkbox"/> Case Study <input type="checkbox"/> Field visit <input type="checkbox"/> Problem solving
<b>Assessment Methods</b>
<input checked="" type="checkbox"/> Formative Assessment <input type="checkbox"/> Quiz <input type="checkbox"/> Lab Exam <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Project Assessment <input checked="" type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Midterm <input checked="" type="checkbox"/> Final Exam

Course Contents					
Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	3	a.1&a.2	Introduction to employee training and development	Active lecture/oral presentation, case study	homework
2.	3	a.1&a.2	Strategic training	Active lecture/oral presentation, video	quiz
3.	3	a.1 & b.1	Designing training	Active lecture/oral presentation, video	brainstorming
4.	3	b.2&b.3	Needs assessment	Active lecture/oral presentation, case study	Case study
5.	3	a.3&b.1	Learning and transfer of training	Active lecture/oral presentation, brainstorming	Case study
6.	3	b.2&b.3	Program Design	Active lecture/oral presentation, brainstorming	Case study
7.	3	a.1&c.1	Training evaluation	Active lecture/oral presentation, case study	Case study

8.	3	c.1&a.3	Training and development methods	Active lecture/oral presentation, case study	Case study
9.	3	b.2	Technology-Based training methods	Active lecture/oral presentation, case study	Case study
10.	3	a.3 &b.2	Employee development and career management	Active lecture/oral presentation, case study	Peer discussion
11.	3	c.1	Social responsibility and the future	Active lecture/oral presentation, case study	Peer discussion
12.	3	c.1,b.1, b.2	The future of training and development	Active lecture/oral presentation, case study	Peer discussion
13.	3	a.1&a.2	MTD in the Arab World	Active lecture/oral presentation, case study	Case study
14.	3	a.1&a.2	MTD in Western Europe	Active lecture/oral presentation, case study	Case study

<b>Infrastructure</b>	
<b>Textbook</b>	-Effective Training Systems, Strategies and Practices (2017), P. Nick Blanchard and James Thacker. Pearson Prentice Hall -Effective Training and Development (2020) Raymond A. Noe. McGraw Hill.
<b>References</b>	
<b>Required reading</b>	- Covey, S., (2020) The Seven Habits of Highly Effective People, Powerful Lessons in Personal Change, Simon and Schuster, New York. <i>Recommend to be read (# 1 National Bestseller).</i>
<b>Electronic materials</b>	
<b>Other</b>	

<b>Course Assessment Plan</b>		
<b>Assessment Method</b>	<b>Grade</b>	<b>C I L C S</b>

		A	B	C	D	E	
<b>First (Midterm)</b>		15	x	x	x		
<b>Second (if applicable)</b>							
<b>Final Exam</b>		25	x	x	x	x	x
<b>Coursework</b>		60					
<b>Coursework assessment methods</b>	Assignments						
	Case study	20			x		x
	Discussion and interaction	10	x		x		
	Group work activities	20	x		x		x
	Lab tests and assignments						
	Presentations	10	x			x	
	Quizzes		x		x		x
<b>Total</b>		100					

### Plagiarism

Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code).

Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.