

DEREE COLLEGE SYLLABUS FOR: MG 3118 DEVELOPING HUMAN CAPITAL

(Updated Fall 2021)

**UK LEVEL: 5
UK CREDITS: 15
US CREDITS: 3/0/3**

PREREQUISITES:

MG 2014 Introduction to HRM

CATALOG DESCRIPTION:

The role of developing human capital in achieving corporate objectives, through effective needs assessment, employee development plans and career management. Evaluation of the training and development effort, learning theories and e-learning.

RATIONALE:

Training and developing human capital must be aligned with overall business strategy. This course examines the role of training and development beyond training program design. It provides students with the necessary knowledge and insight into the creation of systems to motivate employees to learn and to share knowledge. The course also provides the student with the necessary background to understand how globalization, new technology, employee retention and growth, attracting and winning talent, changing demographics and diversity of workforce have an impact on training and development practices.

LEARNING OUTCOMES:

- As a result of taking this course, the student should be able to:
1. Analyze the employee training process, and explain its relationship to employee and organizational effectiveness.
 2. Explain the career management process, and examine contemporary challenges in employee development and career management.
 3. Analyze and apply knowledge in employee training and development to contemporary organizations.

METHOD OF TEACHING AND LEARNING:

- In congruence with the learning and teaching strategy of the College, the following tools are used:
- Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.
 - Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
 - Use of Blackboard, where instructors post lecture notes, online quizzes assignment instructions, required readings, timely announcements, as well as additional resources.

ASSESSMENT:

Summative:

First assessment Written project; Individual; 1,500-1,900	50%
Final assessment Final examination (2-hour, essay-type)	50%

Formative:

Case studies and experiential exercises experiential exercises leadership topics	0%
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	<p>The formative coursework aims to prepare students for the written project and the final examination. The written project tests Learning Outcome 3 The final examination tests Learning Outcomes 1 and 2.</p> <p>Students are required to resit failed assessments in this module.</p>
<p>INDICATIVE READING:</p>	<p>REQUIRED READING:</p> <p>Raymond A. Noe. <u>Employee Training & Development</u>. McGraw-Hill Irwin, latest edition.</p>
	<p>RECOMMENDED READING:</p> <p>BOOKS:</p> <p>Buckley Roger, Caple Jim (2009) <u>The Theory and Practice of Training</u>. Kogan Page.</p> <p>Burns Robert (2002) <u>The Adult Learner at Work: The Challenge of Lifelong Education in the New Millennium</u>. Allen & Unwin</p> <p>Covey Stephen R. (1989) <u>The 7 Habits of Highly Effective People</u>. Free Press.</p> <p>Furjanic Sheila, Trotman Laurie (2000) <u>Turning Training into Learning</u>. Amacon</p> <p>Gillen Terry (2002) <u>Performance Management Activity Pack</u>. Amacon.</p> <p>Gillen Terry (2002) <u>The Interpersonal Skills Toolkit</u>. Amacon.</p> <p>Henderson Allan (2003) <u>E-Learning Question and Answer Book</u>. Amacon.</p> <p>Longworth Norman. (2003) <u>Lifelong Learning in Action: Transforming Education in the 21st Century</u>. Kogan Page.</p> <p>Lynn Adele B. (2002) <u>Emotional Intelligence Activity Book</u>. HRD Press.</p> <p>Siddons Suzy, Allan Jane (2008) <u>Building Positive Participation</u>. Kogan Page.</p> <p>ARTICLES:</p> <p>Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. <i>Human Resource Development Quarterly</i>, 31(4), 393–421. https://doi.org/10.1002/hrdq.21404</p> <p>Bhatnagar, V. R., Jain, A. K., Tripathi, S. S., & Giga, S. (2021). Human strengths: a systematic conceptual review, conceptualizing employee strengths at work and a framework for management development. <i>Journal of Management Development</i>, 40(1).</p> <p>Curado, C., Henriques, P. and Ribeiro, S. (2015). Voluntary or mandatory enrollment in training and the motivation to transfer training. <i>International Journal of Training and Development</i>, Vol 19(2), pp. 98-109.</p>

	<p>David, O. A., & Cobeanu, O. (2016). Evidence-based training in cognitive-behavioural coaching: can personal development bring less distress and better performance? <i>British Journal of Guidance & Counselling</i>, 44(1),12–25. https://doi.org/10.1080/03069885.2014.1002384</p> <p>Fibuch, E., & Robertson, J. J. (2017). At Top Organizations, Learning Means Living. <i>Physician Leadership Journal</i>, 4(6), 58–62. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=125811837&scope=site</p> <p>Govaerts, N., Kyndt, E., Vreye, S., & Dochy, F. (2017). A Supervisors' Perspective on Their Role in Transfer of Training. <i>Human Resource Development Quarterly</i>, 28(4), 515–552. https://doi.org/10.1002/hrdq.21286</p> <p>Kagan, A., Simmons-Mackie, N., & Victor, J. C. (2018). The Impact of Exposure With No Training: Implications for Future Partner Training Research. <i>Journal of Speech, Language & Hearing Research</i>, 61(9), 2347–2352. https://doi.org/10.1044/2018_JSLHR-L-17-0413</p> <p>Lin, C., Li, X., & Lam, L. W. (2020). Development or maintenance? Dual-oriented human resource system, employee achievement motivation, and work well-being. <i>Human Resource Management</i>, 59(4), 311–325. https://doi.org/10.1002/hrm.21997</p> <p>Stelter, R. (2014). Third generation coaching: Reconstructing dialogues through collaborative practice and a focus on values. <i>International Coaching Psychology Review</i>, 9(1), 51–66. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93652248&scope=site</p> <p>Stiehl, S. Felfe, J., Elprana, G. and Gatzka, M. (2015). The role of motivation to lead for leadership training effectiveness. <i>International Journal of Training and Development</i>, Vol 19(2), pp. 81-97.</p> <p>Turner-Moffatt, C. (2019). The Power of Mentorship: Strengthening Women in Leadership Roles. <i>Professional Safety</i>, 64(8), 17–19. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=137859169&scope=site</p>
COMMUNICATION REQUIREMENTS:	Use of appropriate academic conventions as applicable in oral and written communications.
SOFTWARE REQUIREMENTS:	MS Office
WWW RESOURCES:	www.shrm.org www.hrworld.com www.cipd.co.uk www.hr.com www.amanet.org/ www.managementhelp.org/trng_dev/basics/reasons.htm
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Introduction to Employee Training and Development 2. Strategic Training 3. Needs Assessment 4. Transfer of Training

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| | <ol style="list-style-type: none">5. Training Evaluation6. Traditional Training Methods7. E-learning and Use of Technology in Training8. Employee Development9. Careers and Career Management |
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