



## QURTUBA UNIVERSITY

Of Science and Information Technology

D.I Khan, Peshawar Khyber Pakhtunkhwa, Pakistan.

<b>Course Name</b>	<b>TRAINING &amp; DEVELOPMENT</b>
<b>Course Code</b>	<b>HRM506</b>
<b>Semester</b>	<b>Fifth</b>
<b>Credit Hours</b>	<b>03</b>
<b>Total Weeks</b>	<b>16/18</b>
<b>Total Hours</b>	<b>48/54</b>
<b>Total Marks</b>	<b>100</b>
<b>Pre-requisite</b>	<b>None</b>

### Course Objectives

The course is about the training and employee development and human performance improvement in organizations; but that is not the whole story. The field of training and development is changing. There is a need for trainers to reorient their thinking from the comfort and structure of the classroom to the more ambiguous consulting area. The gap is actually not nearly as wide as some might think. Trainers have considerable expertise in job and task analysis, learning specialists, facilitators, communication experts, and professionals with a broad perspective of the human dimensions of human performance in organizations.

### Grading Criteria

<b>Distribution</b>	<b>Weight</b>
Quizzes, Assignments, and class participation	10
Mid Term	20
Final Term	70
Total	100

### Recommended Books

- Employee Training & Development by Raymond A. NOE, 2nd Edition

## WEEK WISE BREAKDOWN

<b>Week</b>	<b>Description</b>
<b>1</b>	<ul style="list-style-type: none"> <li>◇ Introduction</li> <li>◇ Difference between training and development</li> <li>◇ The importance of training and development</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>◇ Types of Training</li> <li>◇ Traditional Methods Include</li> <li>◇ Presentation methods</li> <li>◇ Lecture, Audiovisual Techniques</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>◇ Hands-on-methods</li> <li>◇ On-the-job Training (OJT),</li> <li>◇ Self-Directed Learning, Apprenticeship,</li> <li>◇ Simulations, Case Studies,</li> <li>◇ Business Games, Role Plays, Behavior Modeling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>◇ Group Building Methods Adventure Learning, Team training, Action-Learning, Six Sigma and Black Belt Training</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>◇ Technology Based Training Methods</li> <li>◇ Technology's Influence on Training and Learning</li> <li>◇ Advantages and Disadvantages of Multimedia Training.</li> <li>◇ The Benefits of Learning Management System.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>◇ Designing Effective Training</li> <li>◇ Training Design Process</li> <li>◇ Instructional System Design</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>◇ Training Need Assessment</li> <li>◇ Organization Analysis</li> <li>◇ Person Analysis</li> <li>◇ Task Analysis</li> <li>◇ Steps in Task Analysis</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>◇ Learning Defined , Types of Learning Outcomes</li> <li>◇ Learning Theories, Reinforcement Theory, Social Learning Theory, Goal Setting Theory</li> </ul>
	<b>Two Assignments + Two Test                      Mid Term Exam</b>
<b>9</b>	<ul style="list-style-type: none"> <li>◇ Need Theories</li> <li>◇ Maslow's Hierrarchy of needs, Alderfer's ERG,</li> <li>◇ McClelland,s Theory</li> <li>◇ Adult Learning Theory</li> <li>◇ Information Processing theory</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>◇ Consideration in Designing Training Programs</li> <li>◇ Selecting and preparing the training site</li> <li>◇ Choosing trainers</li> <li>◇ Classroom Management</li> <li>◇ Detail Lesson Plan</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>◇ Transfer of Training</li> <li>◇ Theory of Identical Elements</li> <li>◇ The simulation Generalization Approach</li> <li>◇ Cognitive Theory</li> </ul>

<b>12</b>	<ul style="list-style-type: none"> <li>◇ Climate of Transfer</li> <li>◇ Manager Support</li> <li>◇ Peer Support</li> <li>◇ Technological Support</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>◇ Evaluation</li> <li>◇ Formative Evaluation,</li> <li>◇ Summative Evaluation</li> <li>◇ Overview of Evaluation Process</li> <li>◇ Outcomes in the Evaluation</li> <li>◇ of Training Programs</li> <li>◇ On Line training</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>◇ Reaction Outcomes</li> <li>◇ Learning or Cognitive Outcomes Behavior and Skilled-Based Outcomes</li> <li>◇ Affective Outcomes</li> <li>◇ Results</li> <li>◇ ROI for training</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>◇ Employee Development</li> <li>◇ Formal Education</li> <li>◇ Assessment</li> <li>◇ Job Experiences</li> <li>◇ Interpersonal Relationship</li> </ul>
<b>16</b>	<ul style="list-style-type: none"> <li>◇ MBIT</li> <li>◇ Assessment Center</li> <li>◇ 360 Degree feedback system</li> <li>◇ Job Enlargement</li> <li>◇ Job Rotation</li> <li>◇ Transfers, Promotions &amp; Downwards move</li> </ul>
	<b>Two Assignments + Two Test+ Presentation</b>
	<b>Final Term</b>

**Learning Outcomes:**

- Upgrade or maintain proficiency in their current jobs.
- Learn new postal systems, procedures, or technologies.
- Acquire job-related knowledge, skills, and abilities after selection for or assignment to a specific position or duty.
- Develop knowledge, skills, and abilities as part of the succession planning and leadership development process.
- Obtain and enhance knowledge, skills, and abilities unrelated to their present duties in order to attain self-determined goals or career objectives.