GHANA COMMUNICATION TECHNOLOGY UNIVERSITY

COURSE OUTLINE

FACULTY OF COMPUTING AND INFORMATION SYSTEMS

BSC. INFORMATION TECHNOLOGY

HUMAN RESOURCE DEVELOPMENT

COURSE CODE: IT 461

LEVEL: 400

SEMESTER/ACADEMIC YEAR: FIRST SEMESTER

CREDIT HOURS: 2

LECTURER: MR ELIAS KEKESI

MOBILE: 0206970397 (WHATSAPP CHAT PREFERRED)

EMAIL: EKEKESI@GCTU.EDU.GH (RECOMMENDED)

COURSE DESCRIPTION

Human Resource Development is based on the premise that people are the most valuable asset of an organization. One of the mandates of the human resources department is to develop and administer policies, practices, and procedures to provide for the effective training and development of employees. This ensures the organization achieves its goals and objectives, and employees fulfill their career potential. This course provides students with an understanding of the skills required to assess employee training needs, design and administer employee training and development programs, and evaluate both the efficiency and effectiveness of such programs.

COURSE OBJECTIVES/LEARNING OUTCOMES

This course aims to help students to:

1. Understand the meaning of Human Resource Development.

2. Explain the theoretical foundations of the discipline of human resource development.

3. Further develop research, writing, critical thinking, and referencing skills as well as model many effective HR Development skills and competencies.

- In sum, students develop a theoretical and applied understanding of training practices in workplaces as well as a practical knowledge of instructional design.

COURSE REQUIREMENTS AND POLICIES

i. Attendance and Participation

Students are expected to attend all lecture sessions. Any student who absents himself/herself from class for three times cumulatively shall not be allowed to take the end of semester examinations. In class, students are encouraged to contribute to discussions through asking of relevant questions and commenting on issues put up for debate or discussion.

ii. Rules of Engagement

The following rules should be adhered to:

- Lateness to lecture and late submission of assignments shall not be entertained.

- There should be no disturbance created by your location, mobile phones and other electronic devices during lecture sessions.

- Students must accord one another due courtesy; heckling of fellow students should be avoided.

TEACHING AND LEARNING METHODS

- Power point presentations
- Lectures
- Interactive Teaching
- Review articles
- Case studies
- Assignments
- Quizzes

REFERENCES

Noe, R. A., (2023) *Employee training and development.* (9th ed.). McGraw Hill.

Saks, A. & Haccoun, R. (2019). *Managing performance through training and development.* (8th ed.). Nelson Education.

Werner, J. M., & DeSimone, R. L. (2011). *Human resource development*. Cengage Learning.

COURSE ASSESSMENT PROCEDURE

Grading Criteria

Assessment type	Grade
Class attendance	5%
Mid semester exams	15%
Class assignment	10%
End of semester exams	70%

TOPICS AND COURSE SCHEDULE

Week	Topic	Content	Chapter Ref.
1 & 2	**Introduction, Course Overview and Objective**	• Brief introduction to HRM • Introduction to HRD/Training and Development • Difference between HRD and HRM • The major HRD functions • Framework for the HRD Process • Benefits of Training and Development	Any Intro to HRM book Desimone & Werner Ch1; Saks & Haccoun Ch 1
3	**Factors that influence employee behaviour**	**Work Environment factors** • Outcomes, supervisor, organization and coworkers **Internal factors** • Motivation (goal setting, reinforcement theory, social learning theory, and expectancy theory) • Attitudes, knowledge, skills & abilities	Desimone & Werner Ch 2; Noe Ch 4;

4	**Learning**	• What is learning? • Maximizing learning- Trainee characteristics, Conditions of practice • Adult learning • Transfer of Training	Desimone & Werner Ch 3; Noe Ch 4; Saks & Haccoun Ch 9
5	**Assessing HRD Needs**	• Strategic/Organizational Analysis • Task Analysis • Person Analysis • Methods used in Needs Assessment • Importance	Desimone & Werner Ch 4; Noe Ch 3; Saks & Haccoun Ch 3
6	**Designing HRD Programs**	• Defining objectives of the HRD Intervention • The "Make-Verses-Buy" Decision • Selecting the Trainer • Preparing Training Materials • Scheduling HRD Programs • Program Design Implications for Transfer of Training	Desimone & Werner Ch 5; Saks & Haccoun Ch 8 Noe Ch 5
7	Mid-Semester Exams	Mid-Semester Exams	

8	**Implementing HRD Programs**	• Training Delivery Methods
		   o On-the – job
		   o Off-the-job
		   o Technology-based
		• Choosing an Instructional Method
			Desimone & Werner Ch 6;
			Saks & Haccoun Ch 5 6 & 7;
			Noe Ch 7 & 8

9 & 10	**Evaluating HRD Programs**	• Purpose of Evaluation – Formative, Summative • Kirk Patrick's Model of Evaluation • Data Collection Methods- Interview etc. • Research Design- pre-test, post-test, time series • Ethical issues	Desimone & Werner Ch 7; Noe Ch 6 Saks & Haccoun Ch 10
11	**Revision**	**Revision**	
12	**Exams**	**Exams**	