**Training & Development**

**37:533:312:01**

**Tuesdays 5:00-7:40**

**Dr. Joe McCune Fall, 2020**

**e-mail** [**jmccune@smlr.rutgers.edu**](mailto:jmccune@smlr.rutgers.edu) **848 445-1052**

**Course Overview**

It is becoming increasingly clear that the only sustainable source of competitive advantage for a company is the quality, uniqueness and commitment of its human capital. This course focuses on assessing and developing the capabilities of an organization’s human capital and implementing programs that will enhance the competitive advantage of the company. The class focuses on the knowledge and skills necessary to assess the training needs of an organization, design an appropriate training program that aligns with the strategy and values of the company and leverages appropriate instructional design and learning theory. The perspective taken is that of a Chief Learning Office (CL0) deciding how to use scarce resources to maximize business impact. Particular emphasis will be placed on determining how to evaluate the effectiveness of training programs and enhance the return on investment (ROI) of all programs. The class will also address the knowledge and skills necessary to evaluate a company’s existing performance management system and recommend ways to improve the process and outcomes.

**Learning Goals**

* Understand how to use appropriate models and tools to assess and plan improvements to corporate performance management programs and organizational-wide training & development initiatives
* Understand the application of learning theory and psychometric standards to the design and implementation of training programs andperformance management systems
* Develop skills in assessing the business impact of performance improvement initiatives

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE** | | **TOPIC** | **Reading** | | | |
| 9/1 | | **Training & Development Overview** |  | | | |
| 9/8 | | **NO CLASS** | | | |  |
| 9/15 | | **Training Evaluation** | ***Investing in Human Capital 100 Years of Training Research*** | | | |
| 9/22 | | **Training Needs Assessment** | ***Application of Cognitive Theories*** | | | |
| 9/29 | | **Training Needs Assessment (Continued)** |  | | | |
| 10/6 | | **Learning Theory/Program Design** | ***Learning Theory***  ***Gagne’s Theory*** | | | |
| 10/13 | | **PRESENTATION I** | |  | | |
| 10/20 | | **EXAM I** | | |  | |
| 10/27 | | **Training Techniques- Passive** | ***Social Styles Handout*** | | | |
| **11/3** | | **Training Techniques- Active & Group** | ***Does Active Learning Work?***  ***Action Learning Framework*** | | | |
| **11/10** | | **Management Development** | ***Situational Leadership*** | | | |
| 11/17 | | **The Challenge of Performance Appraisals** |  | | | |
| **11/24** | | **Improving the Appraisal Process** | **Pulakos-*Performance Management*** | | | |
| **12/1** | | **Coaching** |  | | | |
| 12/8 | | PRESENTATION II | | |  | |
| TBD | EXAM II | | | |  | |

**TEXTS:** All assigned readings are listed on the syllabus and available on Canvas

**GRADING:** **EXAM I 30**

**EXAM II 30**

**PROJECT I 20**

**Project II 20**

**Extra Credit:** Correct and timely answers to (randomly timed) polling questions asked during class sessions

**Academic Honesty and Code of Conduct**

Students are expected to abide by Rutgers’s Academic Integrity Policy and Code of Student Conduct. Acts of cheating, plagiarism, forgery, fabrication or misrepresentation are not tolerated and will be dealt with according to the university policies and procedures. If you have doubts concerning committing a potential act of academic dishonesty, please contact the course instructor for advice. Moreover, you are advised to check the websites of the Office of Academic Integrity at: <http://academicintegrity.rutgers.edu/> and the Office of Student Conduct at: http://studentconduct.rutgers.edu/

**Special Needs and Accommodation**

“Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form”. For additional information, please visit the website of the Office of Disability Services at: https://ods.rutgers.edu/studen

***SMLR Learning Objectives***

**IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.**

* + Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
  + Evaluate and apply theories from social science disciplines to workplace issues

**VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance**

* + Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
  + Understand the legal, regulatory and ethical issues related to their field
  + Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
  + Understand the internal and external alignment and measurement of human resource practices (HRM)