Rutgers University

**TRAINING AND DEVELOPMENT -** 37:575:480:80 - Fall 2013 – Freehold – Tuesday 6-8:30PM

**Instructor:** Sandy Becker                    becker23s@yahoo.com
**Office Hours:**  to be scheduled

**TEXT:** Employee Training and Development, Sixth Edition, by Raymond A. Noe     978-0-07-80292-1-9

**COURSE DESCRIPTION**:
This course focuses on the role of training and employee development in organizations. It provides an understanding of practical application of learning theory program design, training methods and evaluation, e-learning and the use of technology in training, along with the relationship of training to career management.

**OVERVIEW:**
This course assumes you intend to or do work in human resources and/or the field of training and development.

**LEARNING OBJECTIVES:**
Upon the successful completion of this course, the student will be able to:

- Explain the traditional as well as expanding role of training and development in organizations, i.e. discuss how globalization, new technology, employee retention, and growth are critical issues affecting companies' training practices.
- Define training and its relevance to organizations and be able to address key concepts, such as, the role that training professionals play, the structure of the training function and have a general understanding of how training occurs in U.S. companies.
- Discuss strategic training practices and how the ever-changing role of the training function can best support the objectives of the organization and contribute to its success.
- Define the concept of a "Needs Assessment" utilizing an organizational, individual and task analysis perspective and be able to design training programs that best suit the goals of the organization.
- Review the learning process and the various learning theories that are critical to understand when designing training programs to ensure that learning occurs.
- Demonstrate understanding of how training is evaluated, identify concepts of cost-effective training and be able to assess if training outcomes linked to learning, behavior, or performance were actualized.
- Review "buy" versus "build" concepts related to developing an effective curriculum.
- Outline the traditional training methods, hands on and group building methods, E-learning and the use of technology in training.
- Identify key developmental methods, i.e., formal education, assessment, job experiences, and interpersonal relationships that are utilized to enhance employees' skills ad performance.
- Explain the roles of employees, managers, human resource managers in career management.
- Discuss the future of training and development and analyze critical concepts, such as, developing partnerships, outsourcing and examining training and development from a change model perspective.

After taking this course you should be able to:

1. Discuss how training can help companies gain a competitive advantage.
2. Conduct a needs assessment to determine whether training is necessary.
3. Evaluate and create conditions to ensure employees' readiness for training.
4. Discuss the strengths and weaknesses of presentation, hands-on, and group training methods.
5. Select the appropriate training method based on training objectives.
6. Choose appropriate training outcomes and evaluation design to determine training program effectiveness.
7. Understand how assessment, relationships, courses, and job experiences can be used for development.
8. Propose activities that companies should engage in to effectively manage a diverse workforce.
9. Understand how to prepare employees for international job assignments.

## COURSE COMPONENTS:

*Everyone is expected to*:

- Read all text and supplementary materials and visit Internet web sites, as assigned
- Complete all assignments, as requested (based on required due dates)

### GRADING

| | |
|---|---|
| Quiz 1 | 5% |
| Quiz 2 | 5% |
| Test 1 | 20% |
| Test 2 | 20% |
| Group Project (slides only) | 20% |
| Individual project1 | 10% |
| Individual project 2 | 10% |
| Participation | <u>10%</u> |
| | 100% |

*NOTE:*
- Late work will be penalized; grade will be reduced.
- NO additional assignment or projects for extra credit will be permitted.

**COURSE SCHEDULE**

| | | Chapter | Topic(s) | Due |
|---|---|---|---|---|
| 1 | 9/03 | 1 | Introduction to Employee Training<br>-Zappos (p 51) | |
| 2 | 9/10 | 2 | Strategic Training | |
| 3 | 9/17 | 3 | Needs Assessment | **Quiz1** |
| 4 | 9/24 | 4 | Learning and Transfer of Training<br>-Plastics (p 87) | **Individual Project 1** |
| 5 | 10/01 | 5 | Program Design<br>-The CEO Institute (p 228) | |
| 6 | 10/08 | 6 | Training Evaluation<br>-Verizon (p 224) | |
| 7 | 10/15 | | **Test I**    <Chapters 1-6> | |
| 8 | 10/22 | 7 | Traditional Training Methods<br>-Training Methods for Bank Tellers (p 310/311) | **Project Proposal** |
| 9 | 10/29 | 8 | Technology-Based Training Methods | **Quiz 2** |
| 10 | 11/05 | 9 | Employee Development and Career Management<br>-InterContinental  Hotel (p 416/417) | **Individual Project 2** |
| 11 | 11/12 | 10 | Social Responsibility: Legal Issues, Managing Diversity and Career Challenges<br>-P&G (p 460) | |
| 12 | 11/19 | 11 | The Future of Training and Development<br>-Telus (p482)<br>-Group Presentations | **Project Slides** |
| 13 | 11/26 | | Group project presentations | |
| 14 | 12/03 | | **Test 2**   <Chapters 7-11> | |

## COURSE POLICIES:

**ACADEMIC HONESTY AND APPEALS:**  Students are expected to maintain the highest standards of academic integrity.  Behavior that violates these standards is not acceptable. Examples are: the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior defeats the intent of an examination or other class work. Cheating on exams, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offences and shall be grounds for disciplinary action.

**MISSING CLASS:** I you miss a class; it is your responsibility to contact another class member to get any content missed, including changes to the class schedule.  Please contact the Professor, if you need clarification on content missed, **after** you have reviewed the notes from another student.

**Sakai**:  will be the primary source for documents and email

**Participation**:  In addition to attendance; participation will be graded based on leadership, engagement in group and overall class activities and active involvement.

**Extra credit**:  **NO** additional assignments or projects will be permitted.

**Individual Project 1:**

<Due 10/1>   Choose **one** topic, **3-4** pages double spaced, use text/web link sources*

    a)   Generational Differences in Learning needs and styles
    b)   The Pro's and Con's of eLearning for Adult Learners
    c)   Training & Development as a Strategic Competitive Advantage
    d)   Decision criteria for training methods (Instructor-Led/eLearning


**Individual Project 2:**

<Due 11/5>   Choose **one** topic, **3-4** pages double spaced, use text/web link sources*

    e)   The Role of Training & Development in Managing Change
    f)   The Role of Training & Development in Managing Globalization
    g)   The Role of Training & Development in Career Management
    h)   The Role of Training & Development in Strategic Alignment


**FORMAT:**
1) Select one topic
2) Provide an overview of the topic
3) Define research needs
4) Identify research findings/results/interpretation to "current day" training situation
5) Outline training challenges and opportunities
6) Provide specific current-day examples of how concept(s) are used today in developing and managing training
7) Propose recommended plans and solutions
8) Define and measure training success (based on your recommendation)


*Note:
Web links (sources) must include:
-source/date/author<role>/fact or opinion and evidence of validated research

# GROUP PROJECT

<u>Assignment</u>:   To propose, plan, design, and evaluate an original training program.  <slides only>

Groups of <u>three to four</u> students per group will be formed.

**Topic Choices**:
a) New Hire Training
b) Tutorial on "new" software application
c) How to use social media to provide superior customer service
d) Product/Sales training
e) New Manager Workshop

**Training Proposal**:  <due 10/22>

In **3** pages (per group) develop a training proposal based on training project selected.

Include the following:

1)  Title and brief description of the program
2)  Training objectives and target learners
3)  Identify the organizational issue that this training addresses.
4)  Explain how a needs assessment would be conducted.
5)  Training methods to be used, and rationale (justification) for using them
6)  A tentative training outline (set of topics)
7)  Outline an assessment and evaluation plan.
8)  Discuss the likelihood of gaining approval and the risks associated with developing and completing the proposed course.
9)  Relate how the ADDIE instructional design process could influence course design.
10) Discuss the benefits of your proposed training intervention.

Each group will receive feedback from the instructor on their training proposal.  Based upon this feedback, they will finalize their training course plans, and class presentation slides.  Class presentations will be made on 11/19 and 11/26.  Presentations will review the group's efforts to plan, design, develop and evaluate the training program.

Project slides for all groups are due on 11/19, and must include information on your needs assessment (task analysis), course design and evaluation plans.

**Project Slides**: <due 11/19>          [8-10 slides]

1) Title Page:  Course Title, Presentation agenda

2) Strategy:
    a. Training Purpose/Objective
    b. Target Learner population (rationale)
    c. Training method considerations
    d. Budget considerations (not specific $)

3) Needs Assessment:
    a. Scope of course content
    b. Learning gaps/trends
    c. Learning and Instructional design objectives
    d. Skill Requirements/Task Analysis
    e. Competency Model (based on learner population)

4) Transfer of Training
    a. Learning approach considerations (e.g. content, role play, case study, interactive scenario)

5) Methods and Media
    a. Selection and evaluation criteria

6) Course Design
    a. Outline of course
    b. Curriculum Map
    c. Individual/Group content

7) Training Evaluation Methods
    a. Key measures/metrics
    b. Expectations (e.g. behavior based outcomes)
    c. Survey design (provide relevant set of questions) to measure learning effectiveness
    d. Other business measures

8) Technology Methods
    a. eLearning or Instructor-led learning rationale
    b. Technology challenges and opportunities (e.g. learner engagement)
    c. Social media considerations (wiki, blogs, social networking)
    d. Learning Management System (LMS) considerations

9) Employee Development
    a. Course alignment to career goals

10) Summary - include what you learned while doing this project and what was most challenging

11) Appendices   (if applicable )

Project Guidelines:

Be sure to give credit to your sources. Please make very clear where ideas, concepts and principles come from. Use PowerPoint for your Project slides. Just a reminder, the group training project counts for 20% of your grade.

Grading for the group project will be assisted by each group member's performance appraisal of themselves and the others on their team. Each member will grade him/herself and all other team members in terms of effort and contribution to the project. This will be utilized to assist in determining each person's group project grade.

The key is to get started, have communications with all group members, identify and document each team member responsibilities and timeline. Keep me (the instructor) informed of any problems or potential problems that the group may encounter. Feel free to ask for my advice at any time during the project.  Please plan ahead!

## GRADING

| | Test 1 (20) | Individual Project 1 (10) | Individual Project 2 (10) | Group Project (20) | Quiz1 (5) | Quiz2 (5) | Group Project (20) | Participation (10) | Test 2 (20) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | | 9.5 | 9.5 | 19.0 | 4.75 | 4.75 | 19.0 | 9.5 | | A | ( 90+) |
| B+ | | 8.8 | 8.8 | 17.6 | 4.40 | 4.40 | 17.6 | 8.8 | | B+ | (86 – 89.9) |
| B | | 8.3 | 8.3 | 16.6 | 4.15 | 4.15 | 16.6 | 8.3 | | B | (80.0 – 85.9) |
| C+ | | 7.8 | 7.8 | 15.6 | 3.90 | 3.90 | 15.6 | 7.8 | | C+ | (76 – 79.9) |
| C | | 7.3 | 7.3 | 14.6 | 3.65 | 3.65 | 14.6 | 7.3 | | C | (70.0 – 75.9) |
| D | | 6.6 | 6.6 | 13.2 | 3.3 | 3.3 | 13.2 | 6.6 | | D | (60.0 – 69.9) |