RUTGERS
School of Management and Labor Relations

Training and Development
Fall 2012, 37:533:312:01/02
Section 01 Tuesday and Friday 10:20-11:40 LSH B267
Section 02 Tuesday and Friday 12:00-1:20 LCB 110

Instructor: Ralph A. Rodriguez, Ph.D., SPHR
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COURSE OVERVIEW:

It is being increasingly realized that the efficient and effective management of an organization's human capital is the primary source of its competitiveness and sustainability. Furthermore, the dynamic and largely uncontrollable nature of global political, social, economic, technological, and organizational forces requires the on-going strategic development of the skillset of an organization's employees for its very survival. Therefore, focused, outcomes-driven training and development is critically related to the traditional major goals of HRM: to acquire, develop and maintain an organization's human capital. It is also a direct strategic driver of organizational success.

In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety a different training and development activities, and 6) evaluate training and development programs.

Presentation of the course content and requirements will engage students in a consideration of both academic and applied issues. The text will help you develop mental models which will be required to understand how various apparently intuitive training and development activities do and/or don't work. While theory is a useful simplification, human and organizational interactions are messy. In this course, we will always be trying to integrate the two.

OBJECTIVES:

After taking this course you should be able to:

1. Discuss how training can help organizations gain a strategic 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. Design a training environment to maximize learning.
7. Choose appropriate training outcomes and evaluation design to assess training program effectiveness.
8. Understand how assessment, relationships, courses, and job experiences can be used for development.
9. Propose activities that companies should engage in to effectively manage a diverse workforce.
10. Understand how to prepare employees for international job assignments.

11. Understand the employee socialization process.
12. Understand the issues that employees experience in their career development and what companies can do to help them deal with these issues.

The course is also designed to develop you in three practical areas:

1) a critical and self-reflective approach to personal development/learning;
2) a strategic approach to personal participation in small groups; and
3) the ability to confidently make presentations.

Therefore, this course is explicitly designed to both inform and develop its students. A passive approach to learning in this class is explicitly discouraged and will be negatively rewarded.

TEXT and Additional Resources:

Employee Training and Development, 4th Edition. Noe, Raymond A**.** Irwin/McGraw Hill. ISBN 13: 978-0-07-340

You are also strongly advised to check out the following Professional Organizations' Websites:
The Society for Human Resource Management: www.shrm.org
The Society for Industrial and Organizational Psychology: www.siop.org
Academy of Human Resource Development: www.ahrd.org
The Society for Organizational Learning: www.solonline.org
American Society for Training & Development: www.astd.org
International Society for Performance Improvement: www.ispi.org

ATTENDANCE:

-Classroom attendance is essential and mandatory. Lectures are designed to supplement the text material with an emphasis on practice and application (as compared with the text, which is primarily theory-loaded.) Furthermore, since every class member is critical to our collective learning process, missing class will have negative repercussions on your own learning and that of your classmates. Therefore, good attendance will be rewarded and poor attendance penalized. If you attend all class sessions, 10 points will be added to your **class participation grade**. If you miss SIX or more classes, **for any reason**, your **course grade** will be reduced by 3 points for each class over five that you missed (e.g., if you miss 7 classes, your grade will be reduced by 6 points; 8 absences reduce your grade by 9 points; etc.).

THE "CREATE-A-COURSE" GRADING OPTIONS:

This course uses a variation of contract grading that allows (requires!) the student to take greater responsibility for both the grading and learning process. As the initial step of the grading contract process, you and your project team (to be assigned by the end of Week 2) will agree on a singular weight for the group project, which will apply for every member of your group. Then, you will personally determine the weighting of every other component of the course for your own course grade. "Create-A-Course" contracts must conform to the "minimum" and "maximum" guidelines and be submitted on September 21ST. Notice that some components have a "minimum" of 0%. These are **optional**! Your contract MUST meet the specified contract criteria!!!

At your initiative, contracts may be renegotiated ONE TIME ONLY, on or before October 23rd, under the following guidelines: 1) you may not raise the weight of any assignment that has already been graded, 2) the existing weightings may be reduced by no more than 50%, and 3) the renegotiated contract must be consistent with the original guidelines.

ASSIGNMENT EXPECTATIONS

CLASS CONTRIBUTION: Class contribution will be graded based on both frequency and quality of class

participation, with quality weighted more heavily than frequency. Valued behaviors include: initiating discussions, voicing original ideas, challenging others, defending your own views, raising important and relevant points, attempting to answer unpopular questions, and generally demonstrating a command of assigned reading materials and current business news. Behaviors to avoid include: reiterating obvious points, making irrelevant remarks, distracting the class, and failing to participate when asked.

QUIZZES: Ten short (10-20 questions) quizzes will be administered, as posted in the Course Schedule. They will include material from both the text and classroom discussions. While they will consist mostly of multiple choice questions, they might also include several short answer questions. NOTE: "Short answer" is NOT "fill in the blank"! It's more like an objective essay question (e.g., "What are the five_____?", etc.). For purposes of grading, your lowest two quiz grades will be dropped. THERE WILL BE NO QUIZ MAKEUPS.

CRITIQUE OF ANOTHER GROUP'S TRAINING SESSION (OPTIONAL): You are to review THREE youtube Group Presentations, rank them in order of their effectiveness, and analyze your top group's presentation critically, in terms of the concepts taught in the course. Specifically, why is it effective as a training aid? What could have been done to make it even better? Expected length:2-3 pages (crisply-written).

ORIGINAL CLASSROOM LEARNING ASSESSMENT FORM (OPTIONAL): In light of everything this course teaches about best practices in Training & Development, how should academic/professional classes be evaluated? Specifically, devise your own Class Evaluation Instrument. How would you administer it? Expected length: 1 page Executive Summary and 2-page attached instrument.

GROUP COMPONENT: Students will be assigned to project teams. These teams will exist for the entire semester and will have three responsibilities.
PRESENTATION: Each team will be responsible for preparing a training session/presentation on an assigned popular HRM book. Preparation includes reading and analyzing the content of the book, contextualizing the content within the material presented in this course, and identifying key theoretical and, especially, practical "learnings" that would be most beneficial to your colleagues in class. You may choose to present a comprehensive overview of your book's material or you may focus one particular aspect... whatever you feel will be most helpful to the class. (If you choose to focus on only one section of the book, your presentation should show evidence of mastering ALL of your book's content.) Each group, then, will post a 13-15 minute recorded video on youtube and post the related URL to the course SAKAI site on the substance of its book. Groups are free to determine the most effective format for their presentations (skits, lecturettes, Powerpoint, etc.). All presentations will be graded and the best six presentations (as judged by a panel of HR experts) will be invited to present LIVE to the class for extra credit.
In addition to the presentations, all groups will also submit a 2-page executive summary of their book and justification of their training design to a section of our SAKAI site that will be duly identified. (This will provide all students with summaries of all books read by all of the teams. What a gift!)
COMPREHENSIVE GROUP FINAL: The "Final" will be taken in your semester project groups. They will be closed book, open discussion. Each group will complete one examination. A significant number of the questions will be essential duplicates from the Quiz questions.

MISCELLANEOUS POLICIES: **The following class rules will be strictly enforced. Do not ask for exceptions.**

TIMELINESS AND FORMATTING OF ASSIGNMENTS: Assignments are **due by the beginning of class on their due dates**. ALL LATE ASSIGNMENTS WILL BE PENALIZED NO MATTER WHAT THE EXCUSE/REASON. All papers must be SINGLE-SPACED and in 12 point font (Courier New or Times New Roman).

ACADEMIC HONESTY: Academic integrity is the cornerstone of a university education, business practice in general, and HR practice specifically. It is our joint responsibility as a learning community to foster an environment of trust, honesty, fairness, respect, and responsibility. In addition to the formal Rutgers University

Academic Integrity Policy (see http://academicintegrity.rutgers.edu/integrity.shtml), all members of our class community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure the integrity of what we accomplish in this course.

Electronic comparison will be used to detect plagiarism, which will result in AUTOMATIC FAILURE in the COURSE.

ABSENCES AND MISSED QUIZZES: There are 28 classes scheduled for this course. You are permitted to miss 5 before penalties. (The job-equivalent would be 45 workdays a year!) Don't ask for an absence to be "excused"; your first five classes will be so automatically. There will be no Quiz makeups.

CHAIN OF INQUIRY: If you have any *course-related* questions during the semester (e.g., general questions about assignments, grading policies, exams, due dates): First, check the syllabus. Second, visit the Sakai course Discussion page. Under "Questions," check previous postings to see if the question has already been handled. If your concern isn't addressed through one of these means then, third, post your question on the question board (be sure to include the topic of your question in the subject line). If after 24 hours your question has not been addressed, then, fourth, send an email to me at jmethot@smlr.rutgers.edu. Be sure to include the topic of your question in the subject line of the email.
If you have any *concept-related* inquiries during the semester (e.g., you would like a concept or theory clarified, you would like additional information about a concept), visit the questions section of the discussion board. If your inquiry has not already been addressed, post your inquiry here. If after 24 hours your question has not been answered, send an email to me.
NOTE: Before you send me an email or post a question on the discussion board, be sure to check the syllabus and previous discussion board postings. If the answer is contained in one of those sources, and you email or post a duplicate question, I will not respond to your inquiry.
You, as a member of the class, are welcome to answer your fellow students' questions when posted on the Discussion board. In fact, you are encouraged to do so! You can all benefit from each other's knowledge and support.

STUDENTS WITH DISABILITIES: Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: http://disabilityservices.rutgers.edu/request.html

Tentative Course Schedule

Date	Topic	Assignment
Sept. 4 Sept. 7	The Past, Present, and Future of HRM; "Did you know?"; and Syllabus review Chapter 1 - Introduction to Training & Development	Study the syllabus. Noe, Chapt.1
Sept. 11 Sept. 14	Chapt. 1 (continued) Chapter 2 - Strategic Training/**QUIZ #1**	 Noe, Chapt. 2
Sept. 18 Sept. 21	Chapter 3 - Needs Assessment Chapt. 3 (continued)/**QUIZ #2**	Noe, Chapt. 3 "Create-A-Course" Contracts Due
Sept. 25 Sept. 28	Chapter 4 - Learning: Theories and Program Design Chapter 5 - Transfer of Training/**QUIZ #3**	Noe, Chapt. 4 Noe, Chapt.5
Oct. 2 Oct. 5	Chapt. 5 (continued) Chapter 6 - Training Evaluation/**QUIZ #4**	 Noe, Chapt. 6
Oct. 9, Oct. 12	Chapt. 6 (continued) Group Meetings & Consultations/**QUIZ #5**	
Oct. 16 Oct. 19	Chapter 7 - Traditional Training Methods Chapt. 7 (continued)/**QUIZ#6**	Noe, Chapt. 7
Oct. 23 Oct. 26	Chapter 8 - E-Learning and Use of Technology in Training Chapt. 8 (continued)/**QUIZ#7**	Noe, Chapt. 8
Oct. 30 Nov. 2	Chapter 9 - Employee Development Chapter 10 - Special Issues in Training and Development/**QUIZ#8**	Noe, Chapt. 9 Noe, Chapt. 10
Nov. 6 Nov. 9	Chapter 11 - Careers and Career Management Chapter 12 - Special Challenges in Career Management/**QUIZ#9**	Noe, Chapt. 11 Noe, Chapt. 12
Nov. 13 Nov. 16	Group Meetings & Consultations Chapter 13 - Future of Training and Development	 Noe, Chapt. 13
Nov. 21 (Weds.)	Group Meetings & Consultations/**QUIZ#10**	
Nov. 27 Nov. 30	In-class reviews and facilitated student critiques of sample training sessions from youtube.	 Nov. 30 Midnight (All youtube videos posted)
Dec. 4, Dec. 7	Invited Group Presentations (the top six youtube presentations will be invited to present live to the class for extra credit)	Individual Analysis of a Group Presentation (Due Dec. 4)
Dec. 11	In-Class Course Review; Prep for FINAL	
Dec. 14-21	**GROUP COMPREHENSIVE FINAL EXAM**	

“Training & Development” Course Contract **Student Name:**_____

	MIN	MAX	Student Contract
Individual Component			
Class Contribution and Cases Discussions	5%	10%	
Quizzes	20%	30%	
Critique of Another Group’s Training Session	0%	20%	
Original Classroom Learning Assessment Form	0%	20%	
Group Component **(the same percentages apply to EVERY group member)**			
Book Training Project and Exec. Summary	20%	30%	
GROUP FINAL	10%	20%	
“Student Contract” column MUST total 100%.----->>			

The signature below certifies that I, _____have read and understand Rutgers University’s policy on plagiarism. I, further, understand that the penalty for plagiarism in this course shall be automatic failure of the course.

_____ _____ _____ _____

Student Signature Date Prof. Rodriguez Date

Student: Before submitting, make a copy for your own records.