

Training and Development Fall, 2013; 37:533:312:01 Tuesday and Friday 10:20-11:40 AM; LSH B267

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Office Hours: Tues. 1:30 – 3:00 PM; Thurs. 12:30 – 2:00 PM; and by appointment

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COURSE OVERVIEW:

It is being increasingly recognized 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 <u>both academic and applied issues</u>. 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 and under what circumstances 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, SIXTH Edition. Noe, Raymond A. Irwin/McGraw Hill. ISBN 13: 978-0-07-802921-9

You are also strongly advised to visit 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

Class Material: The PowerPoint slides for the lectures and all class readings will be posted on the Course's Sakai website: https://sakai.rutgers.edu (use your eden ID and password). Additional print and A/V resources to support your learning will also occasionally be made available via the same portal and will be communicated in class.

Students are <u>expected</u> to be "current" on how the issues in this course are "played-out" in actual organizations. Therefore, students are <u>required</u> (NOT MERELY "encouraged"!) to regularly read one or several of the popular business publications (*Wall Street Journal, Financial Times, or Business Week...* discounted subscriptions will be made available during the first week of class but a link to a free, reputable global business website also will be prominently posted in our Sakai site). Another way of getting this content is to occasionally watch end-of-day programs on one of the business networks. ("Nightly Business Report" on PBS is a good choice.) If you find yourself more often in the digital world, Google and Yahoo provide several excellent RSS feeds (general business) and hr.com provides excellent FREE resources (you have to register, also FREE). You will find that the material in the text will "stick" better when you are able to frame it in a richer context. (Note: A command of current business events and topics is often persuasive in improving your candidacy for higher potential HR positions.)

POLLING:

Throughout the semester, I will take attendance, pose "peer-learning" questions, conduct exercises, and give quizzes via the **Poll Everywhere** website. You can respond to the poll questions in three different ways:

- (1) via text message sent from a mobile phone, (2) via web browser on your mobile phone, tablet, or laptop, and (3) via Twitter. Your responses to the quizzes will be graded, your participation in exercises will be monitored, and your responses to the attendance poll questions will reflect on your overall participation grade. In order for your responses to be recorded and for you to receive credit, you will need to register with the Poll Everywhere website at least 24 hours prior to our first class. (Registration on the site is FREE for you and should take you less than 5 minutes.)
- (2) You will need to go to the following link to register for our class response site. This link is unique to our class and will not work for any other course. Likewise, your registration for other classes will not work for this class. Register at: www.polleverywhere.com/register?p=2cwgm-ezw2&pg=pEuXe.

Please remember that to participate in the quizzes and receive credit you will need to bring your mobile phone, tablet or laptop with you to EVERY class. If you do not have access to any of these electronic devices, please email me for an alternative option.

ATTENDANCE:

-Classroom attendance is essential and mandatory. Lectures are designed to <u>supplement</u> the text material with an emphasis on practice and application (as compared with the text, which is primarily theory-loaded). **Prior students in the course estimate that approximately 30% of the content presented in class is NOT in the text.** 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 FOUR or more classes, <u>for any reason</u>, your <u>course grade</u> will be reduced by 2 points for each class over three that you missed (e.g., if you miss 6 classes, your grade will be reduced by 6 points; 8 absences reduce your grade by 10 points; etc.).

In addition, if you do miss a class, it is your responsibility to contact another class member to get any material missed, including schedule changes. If you are absent from class, do not contact the professor for a complete review of the lecture that you have missed. Instead, contact another class member for the material, and then contact the teaching assistant or the professor if you have difficulty with the material after you have reviewed the notes obtained from another student. It is your responsibility, therefore, to team up with a compatible "buddy" and to exchange contact information as early as you can during the semester. \leftarrow An in-class exercise will be used to facilitate this process.

ASSIGNMENT EXPECTATIONS

Quizzes (10%): Several (6-10) short (5-8 questions), unannounced quizzes will be administered. 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.

In-Class Participation (15% of Final Grade): Class contribution will be assessed, based on both frequency and quality of in-class and Sakai participation, with quality weighted more heavily than frequency. Valued behaviors include: active participation in peer-to-peer instruction and exercises (measured by Poll Everywhere participation), initiating discussions, voicing original ideas, challenging others, defending your own views, raising important and <u>relevant</u> 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.

General guidelines for self-assessment:

A= "My participation in this class made it a more enriching experience for all students";

B= "I participated in class but my contribution didn't make the class either better or worse";

C= "I was in class but generally as a passive observer";

D= "I was physically present and I hope somebody noticed"; etc.

Students are expected to have read all assigned material prior to its presentation in class (including chapter cases) and be prepared to answer questions when called upon. Students who are called and are unprepared to answer a question will lose 5 points. In addition, students who use any electronic device, computer, cell phone, pager, or text messaging device; or "nap"; or disrupt the class; or attend to non-class reading material, arrive late or leave early will have 5 points deducted for each occurrence. A "shadow grade" will be posted on Sakai

at mid-semester for students to get an idea of where they stand in terms of expectations at the time. The shadow grade will, of course, be adjusted at the end of the semester to reflect their second-half activity.

In addition, at the conclusion of the course, each project group will submit the names of TWO non-group members whom they believe have made the greatest contribution to the richness of our discourse. Students nominated by more than 1 group will each have an additional 5 points added to their participation grade.

Examinations (50% of Final Grade): There will be three <u>cumulative</u> (approximately 20% will be on "big picture", non-current content) exams based on **all material** covered in class and/or documented in the text, as noted on the course schedule. NOTE: non-textbook material will routinely be introduced in class, including current events, case studies, exercises, activities, discussions, etc. (Make-up policy: An examination grade of "0" will be assigned to any student who is absent without an excused absence as defined on the syllabus.)

Team Project (25% Total= 12.5% Individual Component and 12.5% Group Component: Students will be assigned to project teams within the first several class meetings and be given a randomly assigned training project to complete. Each team member is required to write a VERY TIGHTLY WRITTEN 2-page (single-spaced) Participation Summary that documents how and what they contributed to the group project. The group will, then, add an enhanced outline/justification of their training plan, with attendant story boards, presentation time lines, documentation of sources, etc. These reports, then, will be edited and assembled at the group level for submission (each section will be individually graded and become the 50% "Individual Weight" for the assignment). At the Group level, the introduction, flow, integrity, and quality of research (particularly sources) will be assessed and, along with attendant documentation, contribute to the 50% Group Weight.

Each team will also produce and submit a 10-minute presentation to the class of their training project, explicitly following the ADDIE model. You are free to determine the most effective format for your presentation (skits, lecturettes, Powerpoint, etc.) as long as it is explicitly consistent with your learning goals. In addition, groups may choose to present a "live" training session or a filmed presentation or a session that combines both. On our presentation dates, five groups will present on each date (all on the same topic). After the five presentations, the class will go through an exercise that selects the best TWO presentations for that day.

Note: Groups that film their presentations will post them to Youtube prior to the day of the classroom presentation.

GRADING NOTE: 50% of each student's presentation grade will be based on the effectiveness of the group's presentation. The balance will be based on their assessed contribution, as judged by their group members on a form designed for that purpose.

Project Group Reporting: Each group must appoint a Secretary-Recorder, who will document and report all group activities (including attendance at meetings and team member follow-through on commitments) to me on a bi-weekly basis beginning the first week of October according to a schedule that will be published by late September.

Consistent problematic notes regarding group member participation will prompt a face-to-face confrontation with the intent to reintegrate the erring member. Uncooperative members will have their project grade (both Individual and Group) reduced by a minimum of 25 points to account for their behavior's assumed negative effect on their group's project.

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

TIMELINESS AND FORMATTING OF ASSIGNMENTS: Assignments are <u>due by the beginning of class on their due dates</u>. ALL LATE ASSIGNMENTS WILL BE PENALIZED NO MATTER WHAT THE EXCUSE/REASON.

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.

Inappropriate use of technology and/or Poll Everywhere to misrepresent one's own work or the work of another student is expressly prohibited and will also result in automatic failure.

ABSENCES AND MISSED EXAMS: There are 28 classes scheduled for this course. You are permitted to miss 3 before penalties. (The job-equivalent would be more than 26 unexcused workdays a year!) Don't ask for an absence to be "excused"; your first three classes will be so automatically. NOTE: For EXTREME, UNCONTROLLABLE, DOCUMENTED, and VERIFIED life events, ONE absence exception will be considered during the semester and allow the student to make-up ONE examination.

THINGS THAT GO WITHOUT SAYING BUT WILL BE SAID HERE ANYWAY: The importance of our time together cannot be overstated. Therefore, you are expected to arrive on time and not disturb the class by leaving early. You are free to use any technology (laptops, tablets, smartphones, etc.) to support your learning in or out of class. ANY student who uses their technology for ANY use that does not support what the class is currently doing (e.g., shopping, social media) will be permanently reassigned a visible seat under the supervision of a TA or the professor for the rest of the course.

SAKAI: The Sakai website (https://sakai.rutgers.edu) will be the primary digital home for this course, so you must be familiar with this mode of interaction. It will house the syllabus, PowerPoint slides for the lecture notes, assignments, learning supports, and contact information. To access Sakai, you must use your eden ID and password. All assignments must be submitted through Sakai **using its assignment template.** (IMPORTANT: SUBMIT ALL ASSIGNMENT DOCUMENTS ONLY IN MICROSOFT OFFICE FORMATS.)

EXTRA CREDIT: No "extra credit" opportunities will be offered for this course. Instead, you are encouraged to concentrate on doing your best on every assigned responsibility specified in this syllabus.

A NOTE ON SUBMITTED PAPERS: Please thoroughly proofread all work before submission; check your spelling, word usage and ease of reading, as points will be deducted for such errors. Assignments submitted after the due date may be accepted at the discretion of the professor and are subject to a 10% grade penalty per day.

COURSE QUESTIONS: Should you have any administrative questions about exams, quizzes, due dates, etc., please take the following steps: 1) first check the syllabus; 2) next, you can check the Sakai Chat Room to see whether others may have had the same question; and 3) If your question has not been asked and answered, then you can pose your question in the Sakai Chat Room. If you do not receive a response to your question within 24 hours, then you should email the graduate teaching assistant for this course.

Should you have any questions about the course concepts, you can also pose your question in the Sakai Chat Room. If you do not receive a response to your question within 24 hours, then you should send me an email (ralpharodriguezphdsphr@gmail.com).

Please note that you should check the syllabus and the Sakai Chat Room <u>before</u> sending an email to the Teaching Assistants or to the professor. If the answer to your question is contained in one of those

sources, this greatly reduces the likelihood of receiving a response to your email. You are welcomed and encouraged to answer your classmates' questions in the Sakai Chat Room!

CHANGES TO THE SYLLABUS: This syllabus represents my plan for the course. However, it is subject to modification at any time throughout the semester. Such changes will be negotiated in class and posted on Sakai under the "Syllabus" link. You are responsible for abiding by the terms of the syllabus and any changes announced in class.

Course Schedule		
Date	Class	Preparation & Assignments Due
T. Sept. 3	Presentation of Syllabus & Course Introduction	Study the Syllabus
F. Sept. 6	Introduction to Employee Training & Development	Ch. 1; Groups Formed
T. Sept. 10	Ch. 1 continued	
F. Sept. 13	Ch. 1 continued	"Buddy Formation" Exercise
T. Sept. 17	Strategic Training	Ch. 2
F. Sept. 20	Ch. 2 continued	
T. Sept. 24	PART 1 EXAM (Chapters 1-2)	
F. Sept. 27	Needs Assessment	Ch. 3
T. Oct. 1	Ch. 3 continued	
F. Oct. 4	Learning & Transfer of Training	Ch. 4
T. Oct. 8	Ch. 4 continued	
F. Oct. 11	Program Design	Ch. 5
T. Oct. 15	Ch. 5 continued	
F. Oct. 18	Training Evaluation	Ch. 6
T. Oct. 22	Ch. 6 continued	
F. Oct. 25	PART 2 Group Exercises	
T. Oct. 29	PART 2 EXAM (Chapters 3-6)	
F. Nov. 1	Traditional Training Methods	Ch. 7
T. Nov. 5	Ch. 7 continued	
F. Nov. 8	Traditional Training Group Exercises	
T. Nov. 12	Technology-Based Training Methods	Ch. 8
F. Nov. 15	Ch. 8 continued	
T. Nov. 19	Tech Training Group Exercises	
F. Nov. 22	Employee Development & Career Management	Ch. 9
T. Nov. 26	No class – Observe Thursday schedule.	
WEDS. 11/27	Social Responsibility & Training	Ch. 10
T. Dec. 3	Group Presentations (A, B, C, D, E) and Rating Exercises (Papers Due)	
F. Dec. 6	Group Presentations (F, G, H, I, J) and Rating Exercises (Papers Due)	
T. Dec. 10	Group Presentations (K, L, M, N, O) and Rating Ex	kercises (Papers Due)

FINALS>>	Emphasis on Chapters 11-13
Section 1	Monday, December 16 (Noon-3 PM)
Section 2	Thursday, December 19 (Noon- 3 PM)