

The College of New Jersey
School of Business
Course Syllabus
Training and Development – MGT 370
Spring 2011

Meeting Schedule: 6:00pm – 9:50pm, Mondays
*classes may be extended to the full slot if needed
Location: BB 224
Instructor: Waheeda Lillevik, MBA, PhD
Office: BB 117
Phone: 609.771.2868
Fax: 609.637.5129
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Office Hours: 11:00am – 11:45am Mondays & Thursdays
4:00pm – 5:30pm Mondays and by appointment
**best/primary way to contact the instructor

COURSE OBJECTIVES

Employees are valuable resources that should be carefully managed so that organizations and their workers can be productive and efficient. The purpose of the course is to provide students with a basic working knowledge of the main facets of the training, development and career management functions. The class sessions and readings provide an introduction to the field to individuals considering careers in human resources, and more specifically, training and development. However, the course content is relevant to all individuals who will be engaged in the general management of people and are applicable to all types of jobs within all organizations and industries.

REQUIRED TEXT

Noe, Raymond A. (2010). *Employee Training and Development*. (5th Edition). McGraw-Hill Irwin. ISBN: 9780073530345.

**Student textbook site: http://highered.mcgraw-hill.com/sites/0073530344/student_view0/index.html

A SOCS companion site will be used in this course – please make sure that you have access to SOCS. Due to scheduling and other issues, the instructor reserves the right to make changes to the syllabus and timelines when necessary. All communication outside of class will take place on SOCS – so you must check it regularly (at least twice per week is recommended).

EVALUATION OF STUDENT PERFORMANCE

Group Project	35%	(25% Paper + 10% Presentation)
Paired Student Presentations	20%	(5% Two-Page Hand-In + 15% Presentation)
Test I	20%	
Test II	20%	
Peer Evaluation	5%	
TOTAL	100%	

COURSE SCHEDULE

Week 1: Monday, January 24 2011

- Introduction to the course
 - Group Formation: Choose groups of 5 for your group assignments in this course. Please submit your group lists (names and student numbers) along with a name you choose for your group to the instructor by the *end* of the class.
- Chapter 1: Introduction to Employee Training and Development
- Chapter 2: Strategic Training

Week 2: Monday, January 31, 2011

- Chapter 3: Needs Assessment

Week 3: Monday, February 7, 2011

- Chapter 4: Learning: Theories and Program Design

Week 4: Monday, February 14, 2011

- Chapter 5: Transfer of Training
- Chapter 6: Training Evaluation
- **Presentations**

Week 5: Monday, February 21, 2011

- Chapter 7: Traditional Training Methods
- **Presentations**

Week 6: Monday, February 28, 2011

- **Test I**
- Status Report: Each group is to provide the instructor with a brief update on your group project at the *beginning* of the class (Monday)
- Chapter 8: E-Learning and Use of Technology in Training

Week 7: Monday, March 7, 2011

- **NO CLASS – Spring Break**

Week 8: Monday, March 14, 2011

- Chapter 9: Employee Development
- **Presentations**

Week 9: Monday, March 21, 2011

- Chapter 10: Special Issues in Training and Employee Development
- **Presentations**

Week 10: Monday, March 28, 2011

- Chapter 13: The Future of Training and Development
- **Presentations**

Week 11: Monday, April 4, 2011

- Chapter 11: Careers and Career Management
- Chapter 12: Special Challenges in Career Management
- **Presentations**

Week 12: Monday, April 11, 2011

- TBA

Week 13: Monday, April 18, 2011

- Test II

Week 14: Monday, April 25, 2011

- Presentations and course wrap-up (class may extend to 10:00pm)
- Peer Evaluation Forms due *at the end of class*

Final Exam Period:

- Final Project Papers are due *by 6:00pm* in my office (dropbox) on **Monday, May 2, 2011**

COURSE ASSIGNMENTS AND REQUIREMENTS

Paired Student Presentations: News and Recent Training Issues Presentation

As business (and more specifically, human resources management) students, one way to become quickly informed is by reading articles regularly. There are a variety of articles that can be found on practitioner sites as well as in library resources as well. You may choose any source to analyze (case, magazine article, journal article, video, training manual, etc.). The instructor is extremely flexible with respect to the article/case/etc that you choose to analyze, but please be sure to choose a source that is interesting, that will generate questions and interest from the students, and that is current and adds to our base of knowledge. You can also go out of the scope of this class for your search, including general training, general development, career development, individual learning, teaching techniques and innovations, diversity training issues and international training issues (i.e. you might want to use these and other terms in your search so that you don't limit yourselves). Be sure, however, that your source and your analysis discuss transfer or knowledge in some way (i.e. methods, difficulties, etc. of training or your related topic) – simply repeating training content from a session you've been to before will not be sufficient. Your source should be dated no earlier than 2000, but more current sources would be preferable.

Each student is to conduct this project with one other partner. Throughout the term, students are to choose one article/other source, and discuss and analyze the relevant issues discussed in that source. You will be able to sign up for a date to present your findings and analysis. You will present this at the front of the class on the day that you sign up to present.

Due to time constraints, the case presentation will be limited to a 10-minute minimum and 15-minute maximum for the presentation and 5 minutes for a question and answer period. For the courtesy of other presenters, there is a penalty of 10% of the mark for each minute that the presentation exceeds the maximum outlined, so please rehearse your presentation in advance. Your presentation **MUST** cover ALL the questions you answer in your one-page hand-in (see below).

News and Recent Training Issues Two-Page Hand-In

You are to prepare a two-page summary of your article and analysis. It must be written in Arial or Times New Roman, 12 pitch, with 1" margins, and can be single-spaced. Any assignments deviating from these guidelines will not be marked. Please include the following information and structure:

- a brief and accurate summary of the key points of the source (point form is acceptable)
- answers to the following questions:
 - what is the major Training/Development/Other topic that this article affects?
 - who (what parties) will be most affected by the subject (employees, managers, unions, customers), and how are they affected?
 - why are the articles interesting to HR students, practitioners and/or professionals?
 - what additional knowledge does your article add to our learnings in the class?

- a critique of your article; i.e., what are the good points about your article/other source, AND what are the things that you don't like (missing information? Did the authors fail to consider certain circumstances in their discussion? Would this scenario work for another company? etc...).
- a copy of the articles themselves with your two-page summary, and attach a cover sheet with your names and student numbers.

Overall, please make sure that you choose a strong source that enables you to present a rich discussion of the issues as related to training and development. If you need to do any background research for your chosen articles/other sources, please do so (and cite the source on your two-page hand-in); this will strengthen your presentation and paper. In addition, please make sure that it is professional and easy to read and understand. This two-page hand-in must be handed to the instructor prior to your presentation, on the day that you present.

STATUS REPORT

Monday, March 3, 2011, *beginning of class*

Your group should have made some progress on your Group Project listed below. This report is worth no marks, but it will help you summarize what you have done so far on your group project, and it will provide the instructor with a sense of how far along each group has gotten to this point.

The report needs to be only one page long, and your team should provide the following information:

- the name of your group, and the name, student numbers and e-mail addresses of all group members
- parts 1, 2, and 3 of your group project, as outlined below
- any questions that you have with respect to the project itself
- any team issues that you are experiencing

Your team should have at least thought about these items by this date; they do not have to be your final items included in your project, as they are still subject to change. This status report is an indication that you are on the right track and to ensure that you get some of the work done early on in the semester.

TESTS

Test I will be held on **Monday, February 28, 2011**, in class, covering weeks 1-5. Test II will be held on **Monday, April 18, 2011**, in class, covering weeks 6-12. It is imperative that you attend these tests since there will be no other alternative dates to write a make-up test. They are closed-book tests covering the chapters and *any other material* covered in the respective weeks. The format will be either or a combination of multiple choice, short answer or case questions. Further details will be discussed in class as the date nears. You will be advised of the format prior to the test dates.

FINAL GROUP PROJECT

Monday, May 2, 2011, *6:00pm in my office*

Your team will plan, design, deliver and evaluate an *original* training program. You are a team of consultants who are demonstrating a training package for a potential client.

This assignment will be conducted in groups of approximately 4-5 students. As a guide, the assignment should be no more than 15 typed pages (of text), double spaced. You must use Times New Roman or Arial font, with 1" margins on each page. You may have up to 5 appendices. Executive summaries, title pages, table of contents, and references are required and may be placed on additional pages to the ones listed above (outside of the 15 pages of text, and they may be single-spaced). Citation (whether in-line citation, footnotes, or endnotes) all comprise part of your 15 pages. For proper *citation and referencing* please contact the library; proper APA style should be used, further information can be found here: http://owl.english.purdue.edu/handouts/research/r_apa.html. Please remember that failure to cite others'

work is considered to be plagiarism, and will be handled accordingly. **Any assignments deviating from these guidelines will not be graded.** The key here, of course, is quality.

Part 1: Your team will select any topic that you choose for your training program. It can be one identified in this course, or another topic that you have found on your own. You may not choose a topic that you have presented or taught in another course. It can be a topic in which (a) group member(s) has (have) significant expertise or interest.

Part 2: Each group will conduct a needs assessment for their proposed training program. This should include both a person analysis (of the class) and task analysis. Be very clear in your write-up about the interview questions, questionnaires, etc. that you intend to use.

Part 3: Based on your needs assessment and any assumptions that you need to make, develop specific training objectives, as recommended by the learnings in the class and text.

Part 4: Develop a detailed Training Proposal (Project Plan). This should include the following

- title and brief description of the program
- training objectives (4-6 objectives at a minimum)
- training methods to be used, and a rationale (justification) for using them, based on the readings and class learnings
- proposed instructors, and the reason for using them
- a tentative training outline (agenda)
- a tentative list and description of training materials needed
- an evaluation plan (including both short-term and long-term evaluation, where appropriate)

You may structure the content of your paper any way you wish, however, you should ensure all of the following information is included, and is displayed in a manner that is legible and easy-to-read. Be sure to use the text as your guide to your assignment; you must cite the relevant parts of the text that you use in this project, and link the theory and concepts with what you are doing in each section of your report. You may also want to use other sources to find examples of training programs to help you guide your project.

Please contact the instructor at any time if you have any questions!! ALL group projects are due in my office at **6:00pm**, on **Monday, May 2, 2011**.

Late papers will be penalized 20% per part/full day.

Final Group Presentation

Monday, April 25, 2011

Your group will prepare and deliver a presentation to the class based on the findings of your group assignment. Your presentation should include:

- a brief description of your detailed Training Proposal (include all elements of this that you included in your write-up)
- a demonstration of the training program to the class (you only have time to demonstrate one or two elements, so choose what you would like to present and identify (repeat) which training objectives you are attempting to achieve with this demonstration).
- Conclude with some interesting ideas or information that you find out during your research.

Due to time constraints, **the presentation is to be no longer than 20 minutes in length, with 10 minutes for questions and answers following the presentation.** You may choose to have all group members present, or just one or two members; it's up to you, but keep in mind the length of time you have to complete your presentation. As a courtesy to other presenters, your group may not exceed the allotted time for your presentations, as time penalties will be imposed. As we have little extra time during the classes, please be prepared to start on time – you will lose time if you are late, encounter technical difficulties, etc. (delays will be counted as part of your 20 minutes). Please remember that you are consultants; professional demeanor and dress is expected.

Overall, have fun with this project, and particularly with the presentation! You can be innovative with your topic, and with both the paper and the presentation, as long as you include all of the elements that are requested here and you follow the concepts from the text. You can be creative with your presentation – in fact, I expect it – make this a learning experience about the complexities of training and development!

PEER EVALUATION

Monday, April 25, *end of class*

The peer evaluation forms will be made available to you prior to the class due dates. Please read the descriptions and guidelines outlined in the class schedule above and on the peer evaluation itself. The purpose of these evaluations is to ensure that each member is making valuable contributions to group work in and outside of class consistently. Teamwork and interaction not only with the class but within your team will allow you to discuss the course material in a more intimate and meaningful forum. Further explanation of these forms will occur in class. You should evaluate each member with regard to progress in your group assignment, and participation in group activities in and outside of class relating to this course.

This is a CONFIDENTIAL evaluation; please do not collaborate with your team members. Each individual in the class must submit a peer evaluation for their group. Carefully evaluate each team members' behaviors during the activities with your group and fill out the form provided to you. This form must be handed in by the *end* of the class on **April 25**, or you will receive a mark of 0/5. I cannot accept late peer evaluation forms, but you may submit it early as the form will be provided to you prior to the class. Make sure that you put your group name and your name and student number at the top of your sheet.

NOTE ON PARTICIPATION IN GROUP PROJECTS FOR THE COURSE: This peer evaluation does not mean that non-performers will simply lose 5 marks, nor does it mean that group members can 'gang up' inappropriately on someone who does not appear to perform in the group. If there are problems in the group, group members are advised to let the instructor know early in the semester, and document all attempts to remedy the problem. If your group has an individual who does not contribute to the group, you should approach the instructor with this information. The student will be contacted, and unless he/she can prove with documentation that participation was attempted within the group he/she will then lose ALL MARKS for any of the group projects that he/she fails to participate (i.e. I will allow removal of that individual's name from the project). Restoration of marks for that individual is at the recommendation of the instructor given the evidence from both the group and the individual in question.

GRADE CONVERSION

The conversion of percentages, letter grades and grade points in this course are as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage
		B+	80-84	C+	67-69	D+	57-59
A	93-100	B	75-79	C	63-66	D	53-56
A-	85-92	B-	70-74	C-	60-62	D-	50-52

A grade of 49 or below will result in FAILURE of the class (an 'E' grade). Rounding is discretionary and shouldn't be assumed; it is done only in unique circumstances and at the instructor's discretion.

ACADEMIC INTEGRITY

ANY violation of academic integrity will be handled at the professor's discretion and in accordance with the rules of The College of New Jersey. No instance of plagiarism or dishonesty will be tolerated; this includes but is not limited to copying others' work, allowing others to copy your work, failing to cite others' work, and submitting others' work as your own. The most severe of penalties will be imposed if plagiarism is found to have occurred. All students at The College of New Jersey are bound by the conditions and statements of the Academic Honesty system

STUDENTS WITH DISABILITIES AND/OR OTHER ACCOMMODATIONS

The College of New Jersey is committed to a policy of reasonable accommodation and services to persons with disabilities. Any student with special needs must bring this to my attention as soon as possible with written documentation, but not later than the *second week of class*. Any student requiring accommodation for religious or other necessary reasons (up to the discretion of the instructor) must also bring this to the instructor's attention by the *second week of class* – no exceptions.

A full explanation of ADA and TCNJ's policies can be found here: <http://www.tcnj.edu/~affirm/ada.html>

CLASS CONDUCT & SUBMISSION POLICIES

To encourage and facilitate the learning environment, we should all act respectfully towards one another. This environment is an interactive environment. It is expected and appreciated that you come to class on time, so as to minimize disruption for your fellow students. If you must miss class, students will need to contact peers to get caught up on what is missed. I respectfully ask that each student:

- Come prepared with the readings/activities for each class, whether outlined on the syllabus or requested in class
- Appear in class on time (once the door closes, students will not be permitted in the classroom)
- Refrain from engaging in distractions such as cell phone communication, side conversations, etc.
 - Please no texting/e-mailing during class!
- Participation is expected from all students in each class so that students can obtain a broader understanding of the issues being discussed. Please arrive prepared to participate and engage in the discussions, activities, etc.

Your work is a reflection of your effort and is a reflection of you and/or your team. All written work is to be submitted no later than the *date and time* outlined in this syllabus and by the instructor.

- Work that is incomplete will be counted as late until it is submitted in finished form.
- All work must be submitted as if you were submitting it to a management professional, therefore:
 - All written work should be assembled (stapled *securely*/bound etc. as appropriate at the time of submission). Each piece of submitted work should be handed in as a single polished and edited submission. NO EXCEPTIONS
- Incomplete or unfinished work (including loose leaf papers) are not accepted for submission, and is thus counted as late or incomplete. NO PAPER CLIPS OR BINDER CLIPS ARE PERMITTED.

I look forward to seeing all of you in class!