SLIR 811: Training and Development
(Spring, 2004)

Professor: Mark V. Roehling, Ph.D., J.D.

Office: 429 South Kedzie Hall

Phone: (517) 355-3335 E-mail: roehling@msu.edu

Office Hours: Tuesdays, 3:00 p.m. to 4:00 p.m.; Thursdays, 11:00 a.m. to 12:00 p.m.; and other times by appointment.

Course Purpose and Objectives
This course is intended to: 1) familiarize you with the training, development, and career management functions in organizations, and 2) develop specific knowledge and skills necessary to carry out core aspects of those functions. The concepts, methods, and issues discussed in the course, and the knowledge and skills that are developed, are applicable to all types of organizations and jobs.

After taking this course you should be able to:
1. Discuss how training can help companies gain a competitive advantage.
2. Conduct a systematic needs assessment to determine and organization’s training needs.
3. Develop specific, effective training objectives.
4. Evaluate and create conditions to ensure employees’ readiness for training.
5. Discuss the strengths and weaknesses of presentation, hands-on, simulation, web-based, and other traditional and new technology training methods.
6. Design a training environment to maximize learning.
7. Implement strategies for maximizing the transfer of training to work settings.
8. Recognize the primary legal and ethical issues associated with designing and implementing training programs.
9. Choose an appropriate evaluation design and assess the effectiveness of a training program using appropriate outcomes (e.g., whether learning occurred, and if so, the extent to which learning transferred and impacted the work setting; calculate the return on investment in training.).
10. Given a specific training objective, design and deliver an effective training module.
11. Determine when the use of external training providers (training consultants, vendors, etc.) is appropriate, and effectively evaluate and select external training providers.
12. Understand how assessment, relationships, courses, and job experiences can be used for employee development.
13. Understand the issues that employees experience in their career development and what companies can do to help them deal with these issues.
14. Understand the elements of effective employee coaching.
15. Conduct and effective employee performance feedback session.

Course Format
Class time will include lecture, discussion, exercises, case analysis, simulated training methods, presentations, videos, and guest speakers (depending on availability). You are expected to participate and get involved in the learning process. Please bring your textbook to each class.

Course Materials

Supplemental readings: Other assigned articles and cases are identified in the “Class Schedule” (below). These readings are either available on-line, or will be passed out in class. There may additional current articles assigned; if so, they will assigned in advance, and the article will either be passed out in class, or you will be referred to a website where the article is available.
Course Evaluation

Grades will be determined based on your performance on a midterm and final exam, five application assignments, your group’s performance in designing and conducting a relatively brief workshop, a group training design project, and your level of class participation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Application assignments</td>
<td>50</td>
</tr>
<tr>
<td>Training workshop/simulation (group)</td>
<td>70</td>
</tr>
<tr>
<td>Training design project (group)</td>
<td>40</td>
</tr>
<tr>
<td>Class Participation</td>
<td>40</td>
</tr>
<tr>
<td>Unexcused absence from student presentations</td>
<td>(-5 each day)</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS 400 points

Final Grade Distribution. Grades will be determined by the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>91-100</td>
</tr>
<tr>
<td>3.5</td>
<td>86-90</td>
</tr>
<tr>
<td>3.0</td>
<td>81-85</td>
</tr>
<tr>
<td>2.5</td>
<td>76-80</td>
</tr>
<tr>
<td>2.0</td>
<td>71-75</td>
</tr>
<tr>
<td>1.5</td>
<td>66-70</td>
</tr>
<tr>
<td>1.0</td>
<td>61-65</td>
</tr>
</tbody>
</table>

General Description of Exam Questions

Exam 1 will include short answer, short-essay, and multiple choice questions. Sample questions will be provided in class. Exam 2 will also include longer, more integrative essay questions. A practice quiz that will give you a preview of the examination format and the kinds of questions that will appear on the examinations will be administered and returned before the first examination.

Application Assignments

There will be five application assignments that may be completed individually or in two-person pairs (except for #5, which must be done individually). Application assignments are designed to provide active learning experiences that supplement other course materials. To give you a better idea of the nature of the assignments, the first application assignment is set forth below. Separate handouts describing the remaining four assignments (#2-5) in greater detail and providing a specific due date will be passed out in class at least one week before their due date.

Assignment 1 (due date is Thursday, January 29) Corporate Universities: Go to www.milliken.com the web site for Milliken & Company, a company that produces high quality textiles and chemical products. Click on “Industry Leadership” (faint white letters next to the “M” in “Milliken & Company” at the top of the homepage). In order to learn about the company more generally, review the various sections listed on the “Industry Leadership” page (e.g., “History”, “Quality”, “Safety”, etc.).

- Question 1: Based on the available information, describe what appears to be Milliken & Company’s general business strategy (1 or 2 sentences).
- Question 2: Discuss the extent to which Milliken’s corporate university, and other investments in education and training, are aligned with its business strategy and expressed organizational values. Does the University and other training support the business strategy and promote the espoused values of the company? Given the company’s strategy and espoused values, is there additional training or education that they might consider providing? (I’m looking for evidence that you have given thoughtful consideration to Milliken’s training and education efforts, and the extent to which they make sense given the company’s strategy and values; 2 or 3 paragraphs; be sure to provide specific details or examples, and not merely general conclusions). The write-up should be typed, double-spaced, approximately 1 page of text, 1.5 page length absolute maximum.
Assignment 2: Need assessments (read case and provide a short write-up)
Assignment 3: Training evaluation design (read a case and provide a short write-up)
Assignment 4: Program design and new technologies (review and evaluate a web-based training program found at www.cne.gmu.edu/modules/dau/stat)
Assignment 5: Assessment for career development (go to www.ncsu.edu/careerkey, complete the self assessment, and answer two questions).

Training Workshop/Simulation.
As a member of a 4-6 person group, you will be asked to design and conduct a relatively brief training workshop (an approximately 45 minute training module) that addresses a narrow topic related to the field of training and development. Specific topics will be assigned in consultation with your group, taking into account your group members’ interests and areas of relative expertise. The training module will be delivered in the training class. Note, in addition to developing your own ability to design and deliver training, your group’s workshop will contribute to your classmates’ learning in the field of training and development. A separate handout detailing the project will be provided.

Training Design Project
Students will be divided into 4-6 person teams. Each team will be responsible for designing a training program that addresses one of several common areas of training need in organizations (e.g., expatriate, diversity, managerial “soft” or interpersonal skills, team skills, etc.). The training program will be developed with reference to a specific “real world” company that your group selects in consultation with me. The assigned course materials (readings, books, web exercises) should serve as a reference for the project. The project will require your group to:
- Identify and articulate sound training objectives.
- Design an effective and practical one-day training program given the training objectives that you have articulated (i.e., design a realistic training program that reflects principles of adult learning, incorporates appropriate training methods, and addresses training readiness and training transfer concerns). Note: You are not expected to actually conduct the training program that you design.
- Submit a written report that describes and justifies your training design.

Class Participation
The success of the course depends in part on active student participation. Accordingly, participation points are intended to encourage students to be active in the class and to reward students for their contribution to the classes’ learning experience. In addition to the Application Assignments, classes will usually include an in-class exercise or case relating to one or more of the topics addressed that week. Typically, the exercises will be conducted in groups and a brief, informal write up will be turned in by the group at the end of the class. In order to earn the maximum available participation points (40), in addition to frequent quality contributions to class discussions, you must not miss more than two in-class cases or exercises, and you must participate in the “group needs assessment”. YOU SHOULD ASSUME THAT IF YOU MISS A CLASS, YOU WILL PROBABLY MISS AN IN-CLASS ACTIVITY. Except in cases of a demonstrated extended medical illness (more than 1 week), you cannot make up a missed in-class activity. This should not be an issue for students making a serious effort to be in class.

General guidelines for earning participation points:

<table>
<thead>
<tr>
<th>Participation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor attendance, did not contribute to class discussion when present. 0</td>
</tr>
<tr>
<td>Regular attendance, did not contribute to class discussion when present. 5-10</td>
</tr>
<tr>
<td>Regular attendance, only infrequently contributions to class discussions. 15-19</td>
</tr>
<tr>
<td>Regular attendance, occasional contributions to class discussions. 20-30</td>
</tr>
<tr>
<td>Regular attendance, frequent quality contributions to class discussions, and did not miss more than 2 in-class activities or exercises, and participated in the “group needs assessment” (assessing critical legal competencies for HR professionals). 40</td>
</tr>
</tbody>
</table>
Class Schedule

Note: This is a tentative schedule. I expect that it will be necessary to make some adjustment in the specific topic(s) covered on specific days, and/or the assigned readings based on the availability of guest speakers, or in order to otherwise maximize learning opportunities.

Week 1 (Jan. 15)
Overview of the Course, Introduction to Training
1. Noe, Chapter 1 (“Noe” refers to the Noe textbook: Employee Training and Development, 2nd edition)

Week 2 (Jan. 22)
Strategic Training, Organization of Training Function, Corporate Universities.
1. Noe, Chapter 2.
Overview of Training Needs Assessment: Organization Analysis, Task/Competency Analysis, Person Analysis, Developing Learning/Training Objective

Week 3 (Jan. 29)
Application Assignment #1 due.
Needs Assessment (continued); practice conducting needs assessment
1. Noe, Chapter 3, pp. 74- end of chapter.
3. Needs assessment case: Safety Problems at Maverick, Inc. (to be passed out 1/22; be sure to read before class on 1/29).

Week 4 (Feb. 5)
Application Assignment #2 due; Presentation of needs assessment cases.
Learning Theories and Program Design; practice incorporating adult learning
1. Noe, Chapter 4.

Week 5 (Feb. 12)
Practice quiz (covers materials through Chapter 4).
Transfer of Training
1. Noe, Chapter 5
2. Training transfer cases (to be passed out):
   Process coaching: Honda’s model to enhance transfer of knowledge.
   Building transfer of training in the course design process: Central Intelligence Agency.
Week 6 (Feb. 19)

*Evaluating Training Programs*

1. Noe, Chapter 6
5. Training evaluation case *(to be passed out).*

Week 7 (Feb. 26)

*Evaluation continued; Application Assignment #3 due.*

2. Noe, Chapter 7

Week 8 (Mar. 4)

*First Examination*

Week 9 (Mar. 11)

**SPRING BREAK – NO CLASS**

Week 10 (Mar. 18)

*Pass back and review examinations.*

**New Technologies in Training: Distance Learning, Computer-Assisted Instruction, Multimedia, Web-Based Training, Virtual Reality (simulations).**

1. Noe, Chapter 8

*Student conducted workshop(s) relating to use of specific training method(s).*

Week 11 (Mar. 25)

*Student conducted workshop(s) relating to use of specific training method(s).*

1. Relevant assigned reading or other pre-workshop activity to be assigned by the group conducting the workshop.

*Employee Development*

2. Noe, Chapter 9

Week 12 (Apr. 1)

*Student conducted workshop(s) relating to specific employee development activity(ies).*

1. Relevant assigned reading or other pre-workshop activity to be assigned by the group conducting the workshop.

*Special Issues in Training and Development.*

3. Gainey & Klaas, Outsourcing the Training Function, *Human Resource Planning* *(to be passed out).*
Week 13 (Apr. 8)

Student conducted workshop(s) relating to specific special issues in training.

1. Relevant assigned reading or other pre-workshop activity to be assigned by the group conducting the workshop.

Career Management

5. Noe, Chapter 11

Week 14 (Apr. 15)

Student conducted workshop(s) relating to career management.

1. Relevant assigned reading or other pre-workshop activity to be assigned by the group conducting the workshop.

Special Challenges in Career Management

2. Noe, Chapter 12.

Week 15 (Apr. 22)

Student conducted workshop

1. Relevant assigned reading or other pre-workshop activity to be assigned by the group conducting the workshop.

The Future of Training and Development.

2. Noe, Chapter 13


Week 16 (Apr. 29)

The Future of Training and Development, continued.

Course wrap-up; Review and preparation for final.


EXAMINATION # 2: May 6, 8:00 p.m. to 10:00 p.m.

(Be sure to verify the date, and time of the examination on the University’s “Regular Final Examination Schedule”)

__________________________________________________________________________