2017

SHRM 370-01 Training and Development

Patrick Stubblebine
stubblebine@xavier.edu

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SHRM 370: Training & Development
Spring 2017

Williams College of Business Mission Statement
“We educate students of business, enabling them to improve organizations and society consistent with the Jesuit tradition.”

Class Time and Location
Section 01 Wednesday, 3:00 – 5:30 p.m. Sm

Professor:
Dr. Patrick C. Stubblebine
stubblebine@xavier.edu
Office: 132 Smith Hall
Office phone: 513-745-2952

Office Hours
Tuesday/Thursday 1:00 pm – 2:30 p.m.; Wednesday 2:00 pm – 3:00 pm
Other times available by appointment

Required Materials

Additional Readings: Additional material and readings as may be assigned by professor.

Course Overview
An organization’s ability to learn, and translate that learning into action rapidly, is the ultimate competitive advantage.
--- Jack Welch, former Chairman and CEO, General Electric

I never teach my students. I only provide the conditions in which they can learn.
--- Albert Einstein

This course provides an introduction to the training and development of human resources in organizations. The requirements outlined in this syllabus are identical or similar to the way this class has been taught by other professors in the department. Effective organizational learning provides a sustainable competitive advantage, critical to the success of any organization. This course is an examination of both individual and organizational strategies to stimulate learning, and by extension, improve performance. Topics addressed include: the analysis, design, development, implementation, and evaluation of training programs as well as employee and management development. Coverage of these topics will draw from what we know based on scientific research while at the same time stressing an appreciation for the context in which training and development activities occur (e.g., other HRM functions, business strategy, organizational size and resources).

Course Objectives
Successful completion of the course ensures that the student will be able to:
1. Demonstrate appropriate knowledge of Training & Development through the ability to identify and explain the major components of the training process model, including needs analysis, design, development, implementation, and evaluation*
2. Describe how major theories of learning and motivation relate to instructional practices and training effectiveness
3. Describe how training and development influence an organization’s competitiveness and ability to achieve its strategic objectives
4. Collect, evaluate, and synthesize information to develop an effective training module or aid*
5. Produce a training course or learning aid, demonstrating their ability to organize and communicate ideas clearly and professionally*
6. Make effective presentations, accompanied by appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally*

*drawn from WCB Undergraduate Learning Goals and Objectives
To achieve these learning objectives, we will supplement readings from the text with group discussion, learning activities, a team project, reflection, and possibly guest speakers.

**Course Requirements**

Your final grade for the course will be determined based on the following components. These components are briefly described below and will be discussed further during the semester:

**In-Class Contribution:** This component of your grade is influenced by the quality of your contributions to class discussion. The success of this class depends heavily on your class preparedness and willingness to contribute your ideas and experiences. There is great value in learning from one another; to realize this value, everyone must attend and be actively engaged in the class sessions. Throughout the semester, I will take note of your contribution to class. Note that quality of your contributions is weighted more heavily than quantity. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, pose new questions to the class or stimulate others’ thinking. This component is also influenced by periodic in-class activities or assignments throughout the semester. In addition, this component will be heavily influenced by your participation, engagement, and feedback in your role as trainees in your peers’ training programs.

**Quizzes:** There will be 6 short in-class quizzes on the reading. Quizzes are likely to be a combination of true/false and multiple choice, but may include short, fill-in answers. Quizzes will cover the required reading for that week. These quizzes are not meant to be difficult, but to motivate you to keep up with the required reading each week. Your two lowest quiz grades will be dropped; if you are unable to attend class on a day when we have a quiz, then you will receive a zero on that quiz (and can drop that quiz as your lowest score). Total correct quiz points (across the four highest quizzes) will be divided by total quiz points (times 100) to arrive at an overall quiz grade. Because you are able to drop two quizzes, make up quizzes will not be given. If there are extenuating circumstances or university-related absences, you must speak with me in advance of the quiz date.

**Exams:** There will be three exams given in this course. Each exam may consist of true-false, multiple choice, and short answer essay questions. Exams will assess knowledge/comprehension of course concepts as well as your ability to apply course concepts. Exams will cover material as specified on the course schedule. You are expected to take the exams during the regularly scheduled class period. Make up exams will not be given unless you have arranged to do so with me in advance of the exam date, and then, only in extenuating circumstances.

**Team Project:** Students (in teams) will complete a project aimed at providing practical application of the course material. In this project, teams will plan, design, deliver, and evaluate your own training program. This project will allow you to apply the concepts in this course to build competence in facilitating others’ learning. Teams should picture themselves as consultants who have been hired to provide training to the employees or managers in an organization. As a team, you will be responsible for identifying the training content, preparing the learning activities, managing and leading the training experience, and evaluating your training effectiveness through a measure of trainee reactions and learning outcomes. You will then write a comprehensive final report that describes and analyzes the design, development, implementation, and evaluation of your training program. Additional details about this assignment are provided at the end of the syllabus. Note that your peer assessments may also impact your grade on this assignment (i.e., If an individual receives consistently low peer evaluations, his or her score for the group project may be lowered, down to and including zero credit; alternatively, I reserve the right to increase an individual’s group project grade based on the evaluations).

Your final grade for the course will be determined based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDIVIDUAL WORK</strong></td>
<td></td>
</tr>
<tr>
<td>In-Class Contribution</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3 (final)</td>
<td>15%</td>
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<tr>
<td><strong>GROUP WORK</strong></td>
<td></td>
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<tr>
<td>Team Project</td>
<td>35%</td>
</tr>
<tr>
<td>Deliverable #1: Training Program Delivery (15%)</td>
<td></td>
</tr>
<tr>
<td>Deliverable #2: Training Program Report (20%)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
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</tbody>
</table>
Final Grade Calculation
You will receive a contribution grade (5%) [everyone starts with a C and goes up or down from there], a quiz grade (10%), three exam grades (15%, 20%, 15%), and a project grade (35%). All individual grades will be on a 100% scale. Your final grade will be based on the assignment grades weighted by the appropriate percentages. Note that I grade assignments both on an absolute and a relative basis. I primarily assess your submitted work in accordance with the assignment instructions and criteria, but I also consider how your submitted work compares to work submitted by your classmates.

If the final grade distribution is low, I may curve the final grade for the course at my discretion. It is your responsibility to retain all graded work in the case you have questions regarding calculation of your final grade.

Policies

Classroom Environment: It is my goal to promote a classroom environment that is conducive to learning. I commit to being prepared for each of our class meetings and to treating you fairly and with respect. I will work hard to facilitate your learning. However, the success of this class depends heavily on your class preparedness and willingness to contribute your ideas and experiences. There is great value in learning from one another; to realize this value, everyone must attend and be actively engaged in the class sessions. By being prepared and willing to share your insights and by treating each other with respect, you will contribute to the learning environment as well. I believe active engagement on both of our parts is necessary for a successful learning process.

Ethical Conduct: Honesty and integrity are essential qualities in the practice and profession of management. It is my sincere hope that no student in this class submits work which is not his or her own. I expect you to adhere to ethical principles in your academic work as set forth in Xavier University’s Code of Student Conduct. At a minimum, I expect no cheating, plagiarism or falsification of any work you turn in for this class. Academic dishonesty includes, but is not limited to, such things as obtaining case analyses online, falsely claiming to have done your fair share of group work without having done so, cutting and pasting to or from documents developed by other people, using others’ work (quotes, ideas, etc.) without attribution to the original author, writing a reflection on an event or interview in which you did not actually participate, or using notes or materials from prior students to complete cases or assignments.

If I determine that any assignment was not written solely by the student(s) whose name(s) appear on the project, the student(s) will receive a zero for the project and may receive an “F” for the class. Additionally, incidents of academic dishonesty will be reported to the University as appropriate. Further information about the Code of Student Conduct and academic honesty can be found in the Student Handbook at http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf as well as on the Registrar website at http://www.xavier.edu/registrar/ugrd_policies.html

If you have any questions about what is expected of you generally or on any specific assignment, please do not hesitate to ask me.

Alternative Arrangements: If you have a disability that may require some modification of seating, testing, or any other class requirement, please contact me as soon as possible to arrange an appointment to discuss your needs. I rely on the Disability Services Office in verifying your eligibility for academic accommodations related to your disability. If you have not previously contacted Disability Services, I encourage you to do so at 513-745-3280, on the fifth floor of the Conaton Learning Commons, Room 514, or e-mail Cassandra Jones at jonesc20@xavier.edu to coordinate reasonable accommodations.

Attendance: I do not expect to take attendance for every class, but may do so for many of them. I will strive to provide you with class sessions that facilitate your learning and that are worthwhile to attend, but the decision is up to you. However, note that you will maximize your learning in this course if you do attend. In addition, if you do not attend, you cannot participate, which will impact your in-class contribution grade. It will also impact your quiz grade if you miss more than the two quizzes that are allowed to be dropped. If you choose not to come to class, it is your responsibility to check in with another student to find out what you missed in class, obtain notes, etc.

Assignment Submission & Late Assignments: All assignments will be due in hard-copy format at the beginning of the class. Assignments should include your first and last name (including full names of all group members if a group assignment), course number (e.g., SHRM 370), and reference to the assignment (e.g., Deliverable #2). Format and page guidelines are specified in the assignment instructions. All written assignments should be both organized and professional. For example, the paper should have a logical structure and flow; ideas should be clearly presented; headings should be used to organize material where appropriate; transitions between sections should be smooth; spelling and grammar should be accurate; the tone of the paper should be appropriate for the audience.
Late assignments are unacceptable. Any assignment not handed to me when I collect it during the class period in which it is due will be considered late and will receive a 5% per day grade reduction. If there are extenuating circumstances, you must discuss those with me in advance of the due date and I will consider an appropriate accommodation if I deem it necessary.

Electronic Communications: I will post announcements and course material on the Canvas site. I may also occasionally send announcements and reminders via e-mail to your Xavier e-mail account. Thus, it is your responsibility to regularly check both the Canvas site and your Xavier e-mail for course information.

I generally respond to e-mails within 24 hours of receipt, if not sooner. If you have not received a response within 24 hours, it may mean the e-mail was not received; in that case, please follow up with me.

Use of Electronic Devices during Class: Cell phones and pagers should be silenced during class sessions. Text messaging is not permitted during class. Laptops used during class should be for class work only --- but laptops may not be used during lectures and discussions. Use of a laptop for non-class purposes or during lectures and discussions will result in your no longer being able to use your laptop in class.

Grade Concerns: If you have a question about a grade you have received on an assignment in this course, you should discuss this with me during office hours or a scheduled appointment. If you disagree with a grade that you receive on any assignment in this course, you are invited to submit a written appeal within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade.

Student Questions and Concerns: I am here to facilitate your learning. If you have a question or concern regarding my instruction or this course, please do not hesitate to contact me. I will be happy to talk with you.

Other Course Policies: All other course policies are governed by Xavier University and the Williams College of Business.
### Tentative Course Schedule

*This schedule is tentative, and I reserve the right to modify it, as needed, based on our progression during the semester.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, January 11</td>
<td>Intro to each other, the course, and the Training &amp; Development function</td>
<td>Blanchard &amp; Thacker, Ch 1</td>
</tr>
<tr>
<td>Wednesday, January 18</td>
<td>Aligning Training w/Strategy FORM PROJECT TEAMS</td>
<td>Blanchard &amp; Thacker, Ch 2 QUIZ 1 (Chapters 1 and 2)</td>
</tr>
<tr>
<td>Wednesday, January 25</td>
<td>Learning, Motivation, &amp; Performance</td>
<td>Blanchard &amp; Thacker, Ch 3 QUIZ 2 (Chapter 3)</td>
</tr>
<tr>
<td>Wednesday, February 1</td>
<td>Needs Analysis PROJECT WORK IN CLASS</td>
<td>Blanchard &amp; Thacker, Ch 4 QUIZ 3 (Chapter 4) TENTATIVE TRAINING PROGRAM TOPIC(S)</td>
</tr>
<tr>
<td>Wednesday, February 8</td>
<td>EXAM 1: CH 1-4 PROJECT WORK IN CLASS</td>
<td>EXAM 1: CH 1-4 PRELIMINARY NEEDS ASSESSMENT PLAN</td>
</tr>
<tr>
<td>Wednesday, February 15</td>
<td>NEEDS ANALYSIS DATA COLLECTION IN CLASS</td>
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</tr>
<tr>
<td>Wednesday, February 22</td>
<td>Training Design</td>
<td>Blanchard &amp; Thacker, Ch 5 QUIZ 4 (Chapter 5)</td>
</tr>
<tr>
<td>Wednesday, March 1</td>
<td>Traditional Training Methods</td>
<td>Blanchard &amp; Thacker, Ch 6 QUIZ 5 (Chapter 6)</td>
</tr>
<tr>
<td>Wednesday, March 8</td>
<td>NO CLASS: SPRING BREAK</td>
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<tr>
<td>Wednesday, March 15</td>
<td>Development &amp; Implementation of Training</td>
<td>Blanchard &amp; Thacker, Ch 8</td>
</tr>
<tr>
<td>Wednesday, March 22</td>
<td>Evaluation of Training PROJECT WORK IN CLASS</td>
<td>Blanchard &amp; Thacker, Ch 9 QUIZ 6 (Chapter 9)</td>
</tr>
<tr>
<td>Wednesday, March 29</td>
<td>EXAM 2: CH 5, 6, 8, 9 PROJECT WORK IN CLASS</td>
<td>EXAM 2: CH 5, 6, 8, 9</td>
</tr>
<tr>
<td>Wednesday, April 5</td>
<td>TRAINING PROGRAM PRESENTATIONS</td>
<td>DELIVERABLE #1 DUE: TRAINING PROGRAM DELIVERY</td>
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<tr>
<td>Wednesday, April 12</td>
<td>TRAINING PROGRAM PRESENTATIONS</td>
<td>DELIVERABLE #1 DUE: TRAINING PROGRAM DELIVERY</td>
</tr>
<tr>
<td>Wednesday, April 19</td>
<td>TRAINING PROGRAM PRESENTATIONS</td>
<td>DELIVERABLE #1 DUE: TRAINING PROGRAM DELIVERY</td>
</tr>
<tr>
<td>Wednesday, April 26</td>
<td>Employee &amp; Management Development</td>
<td>Blanchard &amp; Thacker, Ch 11 DELIVERABLE #2 DUE: TRAINING PROGRAM REPORT</td>
</tr>
<tr>
<td>Finals week</td>
<td>EXAM 3 (FINAL)</td>
<td>EXAM 3 (FINAL)</td>
</tr>
</tbody>
</table>
Purpose

In this team project, teams will plan, design, deliver, and evaluate your own training program. This project will allow you to apply the concepts in this course to build competence in facilitating others’ learning. Teams should picture themselves as consultants who have been hired to provide training to the employees or managers in an organization. Each team will choose a topic (no team can conduct training on the same topic). The training may focus on declarative knowledge (e.g., EEO legislation for managers), teaching procedural knowledge/skills (e.g., conducting interviews or providing effective performance feedback), or attitude change (e.g., increasing openness to working with diverse others). The classmates who are not members of your team will be your trainees. As a team, you will be responsible for identifying the training content, preparing the learning activities, managing and leading the training experience, and evaluating your training effectiveness through a measure of trainee reactions and learning outcomes. You will then write a comprehensive final report that describes and analyzes the design, development, implementation, and evaluation of your training program.

We will have some time to work on these projects in class, but your team will also need to commit sufficient time to complete the project outside of class. Your training program report should target the organization’s management team and should be written as you would a consulting project to give to a client. Assume that the client does not have a working knowledge of training and development terminology. As a result, you need to write your materials so that a layperson can easily understand what you are communicating.

Deliverable #1 Training Program Delivery

Your team will deliver its training program in one of three designated class sessions. Each team will have 40 minutes for delivery of the training program and their training evaluation with the class. Every member of your group should participate/present/facilitate at some point. The training program will be formal in that you should (1) dress professionally (e.g., business casual or business professional), (2) Conduct the training session (e.g., present material, facilitate discussion, manage activities) smoothly. Practice is advised! All materials (e.g., slides, handouts, job aids, evaluation measures, etc.) you will use during your session should be sent to the instructor by 12:00 p.m. the Wednesday of the training session.

Deliverable #2 Training Program Report

In this deliverable, your team will submit a final report that describes and analyzes the design, development, implementation, and evaluation of your training program. In this report, you should thoroughly “walk me through” your project. Address the major components of the training process model (needs analysis, design, development, implementation, evaluation) as it relates to your project (i.e., help me understand the decisions you made within each phase and why, connecting it to course material and the training program you developed).

The report should discuss:

1. Needs analysis—Provide a description of what information was collected during the needs analysis phase and what your analysis of this information told you about your trainees. Discuss how you used this information in the design and development of your training program. The needs analysis section should end with a clear discussion of what you know about your trainees. These conclusions should be sufficiently justified by your needs analysis. When you describe your training program content and methods, you will connect this back to the needs analysis, describing how your decisions on content and methods relate to what you learned during the needs analysis.

2. Training Design
   a. Training Objectives—Develop specific training objectives. These should be based on your needs analysis and any assumptions you may need to make (be sure to share any assumptions you make).
   b. Training Content—Describe how you chose the content to be included in the training program (e.g., the scope of the content, specific content). Be sure to discuss how the needs analysis information informed these decisions.
   c. Training Methods—Describe the training methods you used and justify these choices. Your justification should include discussion on training theory (e.g., learning theories) and how the needs analysis information informed these decisions.
   d. Motivation to Learn and Transfer—Discuss any design decisions you made to positively influence trainee motivation to learn and transfer of training.

3. Evaluation Plan and Results—Describe your training evaluation plan to assess both reaction and learning outcomes. Report the evaluation data that you collected and interpret it. Discuss the degree to which your training objectives were met.

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1 Assignment adapted from Wendy Casper/University of Texas at Austin, Jill Ellingson/Ohio State University, and Werner & DeSimone Human Resource Development text
4. **Recommend Training Program Changes**—Discuss any cases in which your training objectives were not met or in which the training did not go as well as expected (for the latter, you might consider the potential questions for a process analysis of training delivery in Table 9-2 on p. 320). You should be critical and thoughtful in the evaluation of your training program; also be clear about what leads you to these conclusions. If the training was ineffective or did not go as well as expected, try to diagnose the issue (figure out why) using what we have learned about effective training. Based on your analysis, what changes would you recommend to your training program? These may relate to objectives, content, method, length, motivation to learn, evaluation, etc. Be specific and explain why these changes will address the issue(s) you noted.

5. **Appendices**—Your paper should include these supporting documents in the appendices as applicable:
   a. Any materials that were used during your needs analysis (e.g., survey distributed, questions asked in focus groups, etc.) that would help me understand your process
   b. A “lesson plan” for the training program with enough detail such that someone else (e.g., an organizational representative) could use this plan to conduct your training program for another set of trainees. See p. 280 in your text for one example; I have posted 2 additional examples on Canvas.
   c. Any materials that were used during the training program (e.g., slides, materials used in activities during the program, handouts that were given to workshop participants for reference)
   d. Any materials used for evaluation of reaction and learning outcomes

**Format**

The training program report should be double-spaced with 12-point, Times New Roman font. Materials should be professional and organized. Ideas should be clearly presented, headings should be used to organize material, pages should be numbered, spelling and grammar should be accurate. There are no minimum or maximum page limits; deliverables should be as long as necessary to present the relevant material for your project and no longer. I would estimate the report would fall in the range of 10-20 pages before including appendices.

**Evaluation criteria**

**Deliverable #1 Training Program Delivery (100% scale)** will be evaluated based on the following criteria:

**Program Design (45 points):**
- **Introduction**: Selected a topic suitable for the setting and trainees; prepared and communicated training objectives; communicated the value of learning the content to be taught
- **Needs analysis data used**: Knowledge of trainees from needs analysis used to develop appropriate training
- **Training design and methods**: Selected method(s) and learning activities appropriate for training objectives; utilized multiple methods when possible; accounted for style and pace differences among trainees; used visual aids and/or models; properly sequenced learning activities to facilitate content comprehension; included features to facilitate transfer
- **Evaluation**: Gathered data which facilitates determining whether objectives are met; gathered data to assess reactions and learning
- **Overall Quality**: Overall quality of training program; anticipated benefit to the trainees

**Presentation Delivery (45 points):**
- Correctly paced instructional and evaluation activities given time limit of 40 minutes
- Clear and well-organized; prepared with tools required
- Demonstrated topic expertise
- Engaging; creative or different approaches are incorporated to enhance trainee engagement
- Appropriate use of visual aids or other supporting materials
- Presenters had effective “stage presence” (e.g., confidence; verbal delivery such as animation, volume, rate of speaking; nonverbal delivery such as eye communication, gestures, facial expressions; able to present/facilitate without overreliance on notes; displayed enthusiasm and energy; appropriate dress)
- Presenters were responsive to trainee needs; effectively responded to trainee/instructor questions and comments (if applicable)
- All team members adequately participated/presented/facilitated the training program

**Organization and Professionalism** (10 points): Any visual aids/handouts used are well-presented, well-written, and free of grammatical and spelling errors. Materials sent to instructor by specified deadline.

**Deliverable #2 Training Program Report (100% scale)** will be evaluated based on the following criteria:

**Analysis** (80 points) – Training program report adequately addresses all required components as described in instructions. Decisions/choices made throughout the analysis, design, development, delivery, and evaluation of your training program are appropriate as well as based on and explicitly linked to theories/concepts from class. Description of project and decisions/choices made throughout are thorough and sufficiently justified using course concepts.
Organization and Professionalism (20 points) – The report has a logical structure and flow. Ideas are clearly presented. Headings are used to organize material. Transitions between sections are smooth. Spelling and grammar are accurate. Pages are numbered. Appendices are labeled. The tone of the paper is appropriate for the audience. Analysis adheres to format guidelines.

Note that I grade assignments both on an absolute and a relative basis. I primarily assess your submitted work in accordance with the assignment instructions and criteria, but I also consider how your submitted work compares to work submitted by your classmates.

Peer evaluations

At the completion of the project, each member of the group will also complete a peer evaluation form. If an individual receives consistently low peer evaluations, his or her score on any deliverable may be lowered, down to and including zero credit; alternatively, I reserve the right to increase an individual’s group project grade based on the evaluations. The peer evaluation form will be posted on Canvas.