**TRAINING AND DEVELOPMENT**

**MANA 5323- 001**

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Office Hours: by appointment

Course Time and Location:

MANA 5323, Section 001 Tuesday 7:00 pm – 9:50 pm COBA 251

**REQUIRED COURSE MATERIALS**

Noe, R. A. (2010). Employee training and development (6th ed.). New York: McGraw-Hill

Irwin.

Cases and Supplemental Readings To Purchase: https://cb.hbsp.harvard.edu/cbmp/access/32406843

Includes the following HBR cases:

Snook, S., Kaderavek, R. & Schneider, J. (2004). *Major Steckleson at the National Training Center* (A; 9-404-089)

Stanford Graduate School of Business (2004). *Men’s Wearhouse: Success in a Declining Industry* (HR-5).

Sucher, S. J. & McManus, S. E. (2005). *The Ritz Carlton Hotel Company*. (9-601-163)

Ivey School of Business. (2007). *Ions Consulting: The MP^2 Training Program*. (907C29)

Kesner, I. F. (2003). *Leadership Development: Perk or Priority?* (R0305A).

The Business Enterprise Trust (1997). *Motorola* (A; 9-996-051) (B; 9-996-052)

**OVERVIEW AND OBJECTIVES**

The primary purpose of this course is to provide an overview and in-depth study of training and development in organizations, facilitating both knowledge and skill acquisition. Specific topics to be discussed include needs assessment, learning and transfer, various training methods, training evaluation, and employee development. Coverage of these topics will emphasize a systematic and scientific perspective while stressing an appreciation for the context in which training and development activities occur (e.g., other HRM functions, business strategy and organizational politics, the legal arena, and broader societal concerns such as fairness and equal access). Particular emphasis will be placed on the knowledge and skills necessary for professional training and development activities.

After completing this course, students should be able to do the following:

1. Describe the steps involved in a thorough needs analysis and conduct such a needs analysis as a professional organizational training and development specialist. The results of these needs analysis must be sufficient to drive development of a training module.

2. Discuss specific learning theories including reinforcement theory, social learning theory, goal theories, adult learning theory and information processing theory. Recall these theories with enough accuracy to pass quiz and exam.

3. Describe characteristics of the training environment that facilitate transfer. Demonstrate understanding of these characteristics in the development of a training module.

4. Describe a variety of outcomes that can be examined in training evaluation. Conduct evaluation of training module.

5. Describe the pros and cons of various training methods including lecture, audio-visual techniques, on-the-job training, self-directed learning, apprenticeship, simulations, case studies, business games, role plays, behavior modeling, experiential learning, adventure learning, action learning, and e-learning. Demonstrate appropriate use of these methods in the implementation of training module. Recall these methods with enough accuracy to pass quizzes and exam.

**GRADES**

Weekly Quizzes on Cases (best 5 of 8 grades) 30%

Group Training Program Presentation 15%

Group Training Program Paper 15%

Exam 40%

**READINGS AND WEEKLY QUIZZES**

You are expected to prepare for class each week by reading the assigned material in the case (if we have one) and the other readings. Each week you should arrive to class prepared to discuss the case as it pertains to the training topic we are covering that week, or prepared to discuss the readings if there is not a case that week.

Quizzes. At the beginning of each class in which we will have a short quiz over the assigned readings for that week. The questions on the quizzes will be straightforward and fact-based and are designed to test whether you have read the material thoroughly and prepared for class. Of the 8 quizzes, I will keep your top 5 grades to be included in your final semester grades and you will drop the lowest 3 quiz grades. There will be NO MAKE UP QUIZZES. If you miss class, the quiz from the class you miss will be one of the dropped quiz grades. If you miss more than 3 quizzes you will have some zeros on quizzes that are added into your final grade.

**GROUP TRAINING PROGRAM**

Training Program Presentation. For this Group Project, student teams will plan, design, deliver, and evaluate your own training programs. You will choose your own teams during the first two weeks of class. Groups should imagine that they are a team of HR consultants who have been hired to provide training to employees or managers in an organization, and should choose a topic which could actually be delivered in an organization. The training may focus on teaching declarative knowledge (i.e., EEO legislation for managers), teaching procedural knowledge/skills (i.e., providing effective performance feedback), or attitude change (i.e., increasing openness to working with diverse others). The topic for each group’s training program as well as a preliminary plan of how you plan to conduct your needs assessment must be turned in to be by 1:00 p.m. on **Friday, February 6 (email submission is acceptable for this requirement ONLY).** You will receive feedback on this plan on Tuesday, February 10 during class and you will finalize your plans for the needs assessment that week. On **Tuesday Feb. 17** the class will be dedicated to each of your needs assessment data collection. This means if you wish to collect data from other class members as part of your needs assessment (it is recommended that you do) you can do so in class that evening. You will be provided a time limit in class that evening based on how many groups there are. You can use that time to administer surveys, conduct focus groups, or provide instructions to class members to follow up on an activity that you ask them to participate in for data collection outside of class. Keep in mind that if a lot of time is required of students outside of class for you to complete your needs assessment, this will likely reduce your participation. You will develop a more detailed Project Plan (topics to be covered based on Training Needs Assessment, what training method you intend to use, how you plan to evaluate training) and submit it to me on **Tuesday March 17 (hard copy required)**. I will give you feedback on this plan, and then you will present your training program to the class sometime Apr. 21, Apr 28, or May 5. Each group will have an hour and a half. During this time the group is expected to conduct their training program **and** their training evaluation with the class. Both professionalism and creativity are encouraged in all training programs. It is strongly recommended that groups use PowerPoint slides for their key points (using bold face, and at least 20 pt. font). Grading guidelines for the training programs are attached.

Final Training Program Paper. You will also be required to hand in a paper prepared by your group which delineates the design, development, execution and evaluation of your training program. The paper should discuss (1) how the needs assessment was conducted and what was learned from it, (2) how the training objectives were developed, (3) what the training objectives were, (4) how the training method and delivery was chosen and why, (5) a description of the training, and (6) the results of the training evaluation (i.e., whether the training objectives were met, what criteria were used to evaluate training effectiveness, referring to the data collected in class evaluation to discuss this). In any cases in which training objectives were not met, the group should discuss how they might revise their training program in an effort to meet the objectives if they were to administer the training to a new group of trainees. Grading guidelines for this paper are provided at the end of the syllabus. The paper is Due May 5at the beginning of class. Late papers will NOT be accepted, although early submission of papers is encouraged.

**EXAM**

The exam will be comprehensive and will be a take home scheduled after we have completed the material but before training programs are delivered in class. Timing the test this way should reduce your workload during the final exam “crunch period” at the end of the semester. The exam will draw from the cases studied in class as well as the book, readings, and lectures. The exam will give you five essay questions and you will choose four to answer. More details on the exam will be provided closer to the exam date.

**CLASS POLICIES**

**COMMUNICATION OUTSIDE CLASS**

I am available to meet with students outside of class to discuss questions and concerns. If you wish to meet with me please email me and we will arrange a mutually convenient time. If I have updates for you outside of class I will communicate with you via email. Each one of you has an email address provided by UTA and this is the email address I will use to communicate with you so please check your UTA email regularly. I realize many of you have other email addresses that you use more often than your UTA email. However, UTA is progressively moving toward a system whereby the spam filter filters out many of the other email addresses that you use. Therefore, I am adopting a policy to communicate with students only via UTA email to minimize problems with the spam filter. **You are responsible for all updated information about the class (schedule changes, etc.) that is communicated to you through your UTA email**. Therefore, not being aware of a change because you did not read UTA email will not be deemed an acceptable reason for lack of awareness about changes pertinent to the course.

**GROUP WORK**

In this class you will create a training program with your group. There will be five to six groups with approximately 6-7 in each group depending on overall class size. You will choose your own groups and I encourage you to choose groups with whom you believe you will have a productive working relationships. However, despite best intentions there may still be times when issues arise in group work and it will be your responsibility to work out differences with your group members in a productive way. This is an important learning activity given you will spend a lifetime working in teams with others in organizations and issues with team members often develop in organizational work. Thus, you are encouraged to view any challenges that arise with group members as learning opportunities to develop skills to resolve such issues in the future since they are likely to emerge throughout your career. Fortunately, most groups develop productive working relationships so it is likely this will not be a concern for groups in this class.

**ACADEMIC DISHONESTY**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is completely unacceptable and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. **Discipline may include suspension or expulsion from the University**.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**BOMB THREAT POLICY**

Effective April 8, 1996, the College of Business Administration has adopted a policy to deal with the classroom disruption caused by bomb threats in the building.

1. Section 22.07 of the Texas Criminal Law Statutes governs terrorist threats and classifies bomb threats as Class A misdemeanors. Section 12.21 of the Texas Criminal Law Statutes states that a Class A misdemeanor is punishable by a fine not to exceed $4,000, a jail term of not more than one year, OR, both such a fine and confinement.

2. If anyone is tempted to call in a bomb threat, be aware that UTA will soon have technology to trace phone calls.

3. Every effort will be made to avoid canceling presentations/tests caused by bomb threats to the Business Building. Unannounced alternate sites will be available. If a student who has a class with a scheduled test or presentation arrives and the building has been closed due to a bomb threat, the student should immediately check for the alternate class site notice which will be posted on/near the main doors on the south side of the Business Building. If the bomb threat is received while class is in session, your instructor will ask you to leave the building and reconvene at another location.

4. Students who provide information leading to the successful prosecution of anyone making a bomb threat will receive one semester's free parking in the Maverick Garage across from the Business Building. UTA's Crimestoppers will provide a reward to anyone providing information leading to an arrest. To make an anonymous report, call 817-272-5245.

**DISABILITY POLICY**

If you require accommodations for a disability, please consult with me at the beginning of the semester. Faculty members are required by law to provide “reasonable accommodation” to students with disabilities, but it is your responsibility is to inform me of your disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX)

**DROP POLICIES**

It is the student's responsibility to complete the course or withdraw from the course in accordance with University Regulations. Students are strongly encouraged to verify their grade status before dropping a course after the first withdrawal date. It is also the student’s responsibility to determine whether it is a good idea to drop the class. A student who drops after the first withdrawal date may receive an “F” in the course if the student is failing at the time the course is dropped.

**STUDENT SUPPORT SERVICES**

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**TUITION PAYMENT POLICY**

Students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course under any circumstances. A student dropped for non-payment who continues to attend the course will not receive a grade. Emergency loans are available to help students pay tuition and fees. Students can apply for emergency loans by going to the Emergency Tuition Loan Distribution Center at the E. H. Hereford University Center (near the southwest entrance).

**CLASS DISRUPTIONS**

Please refrain from disrupting the class by talking during class or taking cell phone calls or pages during class. If an emergency requires you to have a cell phone or pager turned on during, please clear this with me beforehand.  Otherwise, turn off all cell phones and pagers before class. If you disrupt class by talking to each other or on the cell phone during class, I will ask you to leave the classroom and not to return until you are prepared to refrain from disrupting the class.

**EVACUATION PROCEDURES**

In the event of an evacuation of the College of Business building, when the fire alarm sounds, everyone must leave the building by the stairs. With the fire alarm system we now have, the elevators will all go to the first floor and stay there until the system is turned off.

All those in the North tower side of the building should proceed to the fire escape stairs located on the East and West sides of that wing.

**EVACUATION PROCEDURES FOR DISABLED PERSONS**

Please go to the Northeast fire stairs. We have an evacu track chair located on the 6th floor stairwell. We have people trained in the use of this chair and there will be someone that will go to the 6th floor to get the chair and bring it to any lower floor stairwell to assist disabled persons.

Should this be a real emergency, the Arlington Fire Department and UTA Police will also be here to help.

**COURSE SCHEDULE AND TOPICS**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **DATE** | **TOPIC** | **ASSIGNED READING** |
| 1 | T 1/20 | Introduction and Overview | Chapter 1 |
| 2 | T 1/27 | Strategic Training**QUIZ 1** | Chapter 2, Chapter 2, Motorola A, B Wiggenhorn (1990)  |
| 3 | T 2/3 | Needs Assessment**QUIZ 2** | Chapter 3, Men’s Wearhouse cases |
| 4 | T 2/10 | Diversity and Training**QUIZ 3** | Chapter 10 begin Learning Objectives |
| 5 | T 2/17 | Needs Assessment: In-Class Data Collection from Class Members |
| 6 | T 2/24 | NO CLASSComplete Data Analysis from Needs Assessment |  |
| 7 | T 3/3 | Learning Theory and Transfer**QUIZ 4** | Chapter 4, Major Steckleson A case |
| 8 | T 3/10 | Spring Break |  |
| 9 | T 3/17 | Training Evaluation**QUIZ 5** | Chapter 6; “Leadership Development – Perk or Priority?” CaseTurn in more detailed project plan for Training Program based on TNA |
| 10 | T 3/24 | Program Design**QUIZ 6** | Chapter 5; Ions Consulting: The MP^2 Training Program case |
| 11 | T 3/31 | Traditional Training Methods **QUIZ 7** | Chapter 7, “Ritz-Carlton” case |
| 12 | T 4/7 | Employee Development /CareerManagement**QUIZ 8** | Chapter 9**DISTRIBUTE TAKE HOME FINAL** |
| 13 | T 4/14 | **WORK on Final Exam NO CLASS** |  |
| 14 | T 4/21 | Training Program Presentations | **RETURN FINAL** |
| 15 | T 4/28 | Training Program Presentations/  |  |
| 16 | T 5/4 | Training Program Pres./FINAL PAPERS DUE |  |

Training Program Presentation Grading Sheet

|  |  |  |
| --- | --- | --- |
|  | Possible Points | Points Earned |
| Presentation Style* Presented without reading from notes
* Good eye contact
* Speaks loud enough to be heard
* Articulate, well-spoken in communication
* No major distracting mannerisms
 | 15 |  |
| Use of Needs Assessment Data* Knowledge of trainees from needs assessment clearly used to develop appropriate training
 | 15 |  |
| Training Method* Selected method(s) appropriate for training objectives
* Utilized multiple training methods whenever possible
* Used methods that are appropriate for learners with distinct learning styles
 | 25 |  |
| Evaluation* Training objectives are clear at the beginning
* Gathers data which facilitates determining whether objectives are met
* Gathers data to assess reactions and learning
 | 25 |  |
| Quality of Training Materials * Materials are appropriate for training objectives
* Materials are of good quality (i.e., no typos on overheads, etc.)
 | 10 |  |
| Creativity* Unique or different approaches are incorporated to enhance trainee engagement
 | 10 |  |
| Total Points | 100 |  |

Grading Criteria

Final Paper on Training Program Development and Evaluation

The final paper should delineate the development and evaluation of your training program. Thus, the paper should include a thorough discussion of your needs assessment, your training design, and your evaluation design and results. The paper should include the following sections and should be no more than 20 pages in length

1. *Title of training*.
2. *Needs Assessment* – Provide a description of what data was collected on the needs assessment and what your analysis of your data told you about your trainees. Then highlight how you used this needs assessment data in the development of the training program. The needs assessment section should end with a clear discussion of what you know about your trainees. When you describe your training program (the content you decided to train and the methods you choose) you will then describe how these decisions relate to what you learned from the needs assessment. (**20 points**)
3. *Training objectives* - Based on your needs assessment and any assumptions you may need to make, develop specific training objectives. (**5 points**)
4. *Description of the training program* *content* – what content was trained. Make sure to describe how you choose the content to be included in the program (scope of program content, specific content) as well as how these needs assessment data informed this decision. Also include an outline of the content of the training program. (**15 points**)
5. *Description of training methods* – describe the methods you used, and provide a rationale (justification) for why you choose them based on training theory (i.e., learning theories) and needs assessment data. Also discuss any decisions you made that you believe should facilitate the transfer of training or motivate trainees to learn. (**20 points**)
6. *Description of training materials use*. (**5 points**)
7. *Your evaluation plan results* - Describe your training evaluation plan including what training outcomes were chosen, how you determined that these were appropriate outcomes, how these outcomes were measured and what the research design your evaluation was. Whenever possible your evaluation should include both short-term and long-term evaluation and as many different levels as possible. Report the evaluation data that you collected and interpret it. Discuss the degree to which your training objectives were met. (**20 points**)
8. *Recommend training program changes* – Based on your evaluation data, discuss any cases in which training objectives were not met or in which training did not go as well as expected. Do you best to diagnose any problems – that is, come up with some ideas about why the training was ineffective (if this happened) that is based in learning theory. Based on this data, how you would change your training program before you offered it again? For instance, would you cover different topics or emphasize different topics? Would you use different training methods? Would you have a longer or shorter class? (**15 points**)
9. *References*.