
Training and Development**MGMT 466-001****Tuesday 7-9:30 p.m.****Room 1004****Fall 2015**

Contact Information:

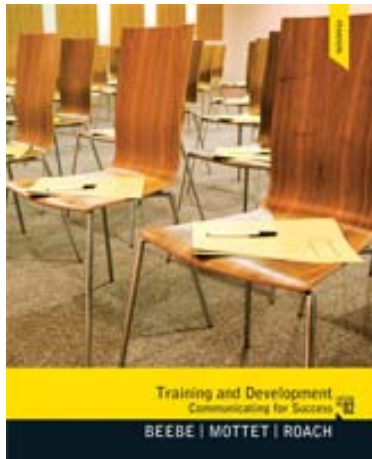
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Office Hours: By appointment

CRN/Line #13597

Required Course Materials**Required Text*****I. Training and Development, 2e, Steven A. Beebe, Timothy P. Mottet and David K. Roach*****(Note, Syllabus may change)**

Course Purpose

Learning is a lifelong process and certainly doesn't end with your official schooling. Traditionally, training and the development of "human capital" hasn't always been viewed as a necessity but rather a nice to have. Now, companies are using the development of their employees as not only a support of the bottom line but also as a competitive advantage.

In this class you will explore the processes, policies, practices and challenges of training and development in public and private sector organizations. We will also walk you through training's link to strategy, its core function within an organization, how to develop training and the horizon of training's future.

Course Objectives

The principal aims of the course are:

- be able to communicate how training and development support and contribute to organizational goals
- define the nature and factors involved in employee and career development be able to design training content from conducting a needs assessment, creating content based upon that need, using appropriate learning theories to meet those learning needs and then finally evaluating the implementation, deliver and/or the effectiveness of the training.

My Expectations

Attendance: Your unique contribution to our classroom "team" is vital so attendance is expected. Your course grade will be negatively affected by absences. If you won't be attending class my expectation is that you will call me or email me in advance (when possible) of your absence. If you miss **three classes** in a row without contacting me, I will assume you have stopped coming and have the option to drop you from the course. If you decide to drop please let me know so you won't receive a failing grade.

If you miss a class please find out what you missed by contacting a class member or myself. You are still responsible for all assignments due on the day of class and any work distributed in your absence.

Punctuality: Classes will begin on time, and I will make every attempt to end them on time.

Classroom Etiquette: Please turn off all cell phones, pagers or any other electronic device that would be distracting to you and other students. (no text messaging or phone calls, please). Cell phones and other devices are a distraction to learning and therefore in violation of UNM Policy. Respect for other's includes not "visiting" while your instructor or another class member is speaking.

Communication: Please come and talk to me if you have any questions, are having difficulty with the material, or would like to discuss any issues in more depth. Please schedule an appointment. You can email me or phone my office number. If I am not there, please leave a message, I will respond as quickly as possible. Timely communication is important.

Assignments: Assignments are due at the beginning of class. If you turn in an assignment late you will be penalized one letter grade. Please note: assignments are still due even if you have e-

mailed or called me of your absence. However, if a real emergency occurs during the semester, I will make every effort to help you.

Grading Percentages

Class Participation (10%)

Mini Me Presentation (15%)

Observation Paper (25%)

Development and Delivery of Training Session (25%)

Exam (25%)

GRADING SCALE

| | |
|--------------|---|
| 90-100%..... | A |
| 80-89%..... | B |
| 70-79%..... | C |
| 60-69%..... | D |
| < 59%..... | F |

Class Participation/Attendance (10%): People learn best when they are active. Your active participation is essential to this class. Participation is more than just attending class and asking an occasional question. Full participation consists of demonstrating that you are prepared for each class, asking thoughtful questions, responding respectfully to peers, engaging productively in all class exercises. I will be listening for the quality of your comments and questions and also for appropriate and thoughtful references to assigned readings.

Mini-Me Presentation/Paper (15%): Class dates that cover Chapters 2-11 will include a "Mini-Me Presentation/Paper". At the beginning of the second class you will be asked to sign up for a presentation date. The presentation will cover what you learned from two articles you reviewed that pertain to the topic of that particular chapter. For example, if you chose Chapter 4 Developing Objectives and Designing Curriculum, you could do a literature review presentation and paper on an The Importance of Developing Objectives for Training.

Assignment includes:

- 2 page paper covering the topic and your articles turned in at the beginning of class
- 10 min. in class presentation of the Chapter portion of the book and your articles
- Your Presentation can consist of PowerPoint, lecture or any other creative training method you would like to cover your topic

Training Observation Paper (25%): Select a training activity at an organization outside or within the University. As you observe the training look for things like the course or learning events connection to strategy, identification of learner and business needs, learning objectives, the training design and delivery as well as the evaluation of the activity. The paper should be **4-6 pages** long of the training activity, course or learning event. Your paper should consist of an analysis comparing the training activity with the concepts and material discussed in class.

A one page summary of the topic you are going to pursue for your Training Observation paper is due: September 16. The Complete Training Observation Paper is Due October 14.

Group Project-Development and Delivery of a training activity (25%): You will be assigned to a group for the end of semester training activity. Each group will be required to design and run a training session for class. The objective of this assignment is to help you learn how to:

- design a training session following the principles of training design
- present your training session in a way that maximizes learning and creates a memorable learning experience
- evaluate the training session
- discuss the principles and techniques you used to create the training session

Key components of this assignment are:

- 30 minute class presentation on your topic
- A 1-2 page handout (in any format) that acts as a job aid or summary of key points of your topic for class members
- **Each team must utilize some form of electronic media during your final presentation.** For Example: create a UTube like video to be used during your presentation, create a TED talk that you film and use for your presentation.
- **An evaluation form** designed to be taken by the class and analyzed by you after the class. As part of the assignment you will need to analyze your evaluations and create a 1-2 page analysis of these evaluations which should include what you would change, add or do differently as a result of the feedback you were given.

NOTE: Presentations will be given in the final class meetings. As part of the assignment, team members will evaluate their team process and the contribution of their fellow teammates. It is imperative that you do your part. **Each team member will be required to complete a Team Peer Evaluation of each team member, including himself or herself, based on the team project assignment in this class.** Evaluation forms will be given out near the end of the semester. Each of the criteria listed below will be equally weighted in the final evaluation score.

Item scoring ranges from 1 (Very Poor) to 4 (Excellent).

1. How well did you group work together to complete assigned tasks?
2. Did you enjoy working with your group?
3. Was there anyone in your group who worked harder than anyone else?
4. Was there any person's presence that was instrumental in helping achieve team goals?
5. Was there anyone in your group who did not participate at all?

Exam (25%):

There will be an exam that will cover Textbook chapters 2-11. There will be an in class exam review the class before the exam.

Approved references

Book reviews or a summary article of someone else's scholarly work won't be accepted as references.

Websites SHOULD NOT be used as your primary sources of information. Please quote and reference scholarly journals. For your own professional development, I would encourage you to become familiar with and use relevant journals.

Criteria for evaluating written work

Quality of Ideas: Originality, creativity, and completeness of your ideas.

Specificity and Credibility of Conclusions: Please avoid using generalizations and jargon. Please use specific examples to support your points, conclusions and recommendations.

Clarity and Quality of Presentations: Overall clarity and logical organization of your thoughts; engaging presentation.

Use of Course Concepts: Appropriate use of key concepts and frameworks to support your analysis and discussion.

Writing Assignment Standards:

- 1.5 line spacing and 12 point font
- Sources should be from reputable journal articles. Website references will not be allowed.

ACADEMIC INTEGRITY

Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:

I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON'S ACADEMIC HONESTY CODE, please visit <http://www.mgt.unm.edu/honesty>

Some examples include:

- Falsification of data
- Allowing another student to use your work
- Stealing a test
- Turning in the work of another student
- Plagiarizing another's work

ADA Statement

Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner.

Frequently, we will need to coordinate accommodating activities with other offices on campus.
Course materials can be made available in alternative formats.

Class Calendar and Assignments

| Date | Day | Topic | Reading Assignment |
|-------------|------------|---|---------------------------|
| 8/19 | Tuesday | Review of Syllabus, Class Introductions, Introduction to the Course | |
| 8/26 | Tuesday | Intro to Communication Training Sign up for Mini-Me Presentation Dates and Final Group | Chapter 1 |
| 9/2 | Tuesday | Topic: Mastering How Adults Learn, Mini-Me 1 | Chapter 2 |
| 9/9 | Tuesday | Topic: Conducting a Needs Assessment and Task Analysis, Mini Me 2 | Chapter 3 |
| 9/16 | Tuesday | Topic: Developing Objectives and Designing Curriculum, Mini Me 3 One Page summary of Topic for Training Observation Paper Due | Chapter 4 |
| 9/23 | Tuesday | Topic: Developing Training Content, Mini Me 4 | Chapter 5 |
| 9/30 | Tuesday | Topic: Using Training Methods, Mini Me 5 | Chapter 6 |
| 10/7 | Tuesday | Topic: Using Web-Training for E-Learning, Mini Me 6 | Chapter 7 |
| 10/14 | Tuesday | Topic: Using Presentation Aids in Training, Mini Me 7 Training Observation Paper Due | Chapter 8 |
| 10/21 | Tuesday | Topic: Developing Training Plans, Mini Me 8 | Chapter 9 |
| 10/28 | Tuesday | Topic: Delivering the Training Session, Mini Me 9 | Chapter 10 |
| 11/4 | Tuesday | Topic: The Future of L&D/Becoming a Training Professional Test Prep | Chapter 11/12 |
| 11/11 | Tuesday | Exam | |
| 11/18 | Tuesday | NO CLASS-PREP FOR PRESENTATIONS | |
| 11/25 | Tuesday | GROUP PROJECT PRESENTATIONS | |
| 12/2 | Tuesday | GROUP PROJECT PRESENTATIONS | |