Course Syllabus for MGMT 3390 – Training & Development

Course number: MGMT 3390
Semester: Fall 2018
Office Telephone: 361-825-2482
Office Hours: 3:15-4:30

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Office: OCNR 371
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Class Time: 2:00-3:15, OCNR 116

Course Description
The purpose of this course is to introduce the student to the Human Resource function of training and development. Specifically, the course will focus on assessing the needs of employees and organizations with regard to training and employee development; the design of training programs; methods used to train and develop employees; and program evaluation.

Course Prerequisites
MGMT 3312 and junior standing or above.

Learning Objectives
By the end of this course, the students will be able to:
1. Understand how to assess the needs of employees and organizations for training.
2. Develop and present a basic training program.
3. Strengthen analytical and interpretive abilities.
4. Utilize evaluation methods for feedback in a training program.
5. Understand the unique challenges of adult learning and training.
6. Understand the role or purpose of training and development within the HR function and strategic organizational goals.

Course Materials:

Electronic Device Usage
Computers or tablets are required to complete the course.

Websites Used:
Blackboard https://bb9.tamucc.edu/

Mode of Instruction
Classes will be interactive, with both the instructor and students sharing in the processes. Students should read assigned materials PRIOR to the class date and be prepared for discussions and exercises. It is to your advantage to stay current with readings and assignments. A variety of learning tools will be used to develop and enhance your understanding of the subject matter, including experiential exercises, small group activities, video, case analyses, current events, and class discussions, rather than solely from the lectures. You are responsible for the material in the chapters as well as the materials covered in classes.
Course Policies

Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Project Write Up</td>
<td>100</td>
<td>A</td>
<td>&gt;360</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>B</td>
<td>320-359</td>
</tr>
<tr>
<td>Class Activities</td>
<td>80</td>
<td>C</td>
<td>280-319</td>
</tr>
<tr>
<td>Participation in Trainings</td>
<td>60</td>
<td>D</td>
<td>240-279</td>
</tr>
<tr>
<td>Training Presentation</td>
<td>50</td>
<td>F</td>
<td>&lt;239</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
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Extra credit may be offered throughout the semester. The number and worth is subject to the professor’s discretion.

Quizzes

Once you log into the quizzes, you will be given a specified time to complete it. All quizzes MUST be completed once you begin them. If you stop before you answer all the questions, you will only receive credit for those questions answered – regardless of why the exam was not completed. Please make sure that you have a reliable internet connection before you begin! There will be 10 quizzes throughout the semester, each worth 10 points.

Please note, that you are expected to read each chapter as assigned. Some chapters I will spend more time covering the material in detail, others this may not be true. For those chapters, particularly the more straightforward ones, you will still be expected to read the chapter and take the quiz over that chapter. Though I will be more than happy to answer specific questions you have, for some chapters it may be more important to focus on a small section during the class time, with you studying the remainder on your own time.

Class Activities

Many class periods there will be group/class activities that require active participation. You are expected to participate fully in the activities. Missing and activity or failure to actively participate will result in a reduction in participation points. Some activities may be assigned as homework. They are to be uploaded into Blackboard by their due date. All documents MUST be submitted using a Word document file – either a .doc or .docx. No other formats will be accepted.

Training Participation Days

Attendance and participation on the days allotted for the needs assessments and presentation of trainings is important. These days can affect other group’s training project; as such, respectful, full engagement is required. If you are late and/or do not complete a need assessment, you will lose point for each one missed/not completed. During the training presentations days, if you are late to and/or do not participate in a group’s training, you will lose points for the day.
Training Project
Students will create and present a “How to” training program of their choosing. For this project, student teams will plan, design, deliver, and evaluate your own training programs.

The size of each group will depend on the overall class size. You may choose the members that you would like to work with, or I will assign you to groups. You are responsible to get contact information from group members, as I will not be able to provide that information to you. Once groups have been assigned, there will be no changes in group membership, except as a result of students dropping the class.

There are four basic parts of the training project: the needs analysis, the design of the program, the delivery of the program, and the evaluation. Each is due on a specific date (see schedule). Specific detail about each element will be covered in a class module/unit.

Delivering the Training Presentation.
Each group will deliver the training program. The training should be no more than 20 minutes. This includes your “set up” time – passing out materials to your trainees as well as your question time. It does NOT include the time for evaluations (You will be given an additional 5 minutes for evaluations). You may use the time during the previous group’s evaluations to pass out materials for your project, which does not affect your time. However, once they are done, it counts as part of your time. You will submit your PowerPoint presentation through Blackboard before class on the day you present. The specific grading criteria for the presentations is given below.

Final Training Program Paper.
Each group 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 include a thorough discussion (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). The paper should be no more than 20 pages in length, including title page and references. However, appendices do not count toward the page maximum. The specific grading criteria for the paper is given below.

Peer Evaluations
I recognize that not all team members may contribute equally to every group project. For this reason, you will provide feedback on your group members (and yourself). Your group members will also provide feedback on you. Individual project scores will then be adjusted based on peer feedback. If you do not work with your group to prepare the assigned case and present it, you will receive a zero for the group projects. Please take this peer rating very seriously. I expect that you will make peer ratings based only on who you perceive to have made the greatest contribution (quality and quantity) to your group project and not based on personalities or friendship factors. If, in a particular group, I believe the peer evaluations were not assigned in such a manner as to be consistent with the spirit of rewarding those who contribute more, I reserve the right to adopt a policy in which all group members receive the same grade.
Grading Criteria:
Group Training Presentation Requirements and Expectations

I. **Presentation Style**
   a. Appropriately dressed
   b. Well prepared/rehearsed
   c. Proper speed used while speaking
   d. Proper pronunciation and articulation
   e. Does not turn back on class
   f. Does not read from script
   g. Does not noticeably say ‘um’ or ‘like’

II. **PowerPoint Presentation**
   a. Follows presentation guidelines/expectations – examples:
      i. Proper formatting of slides
      ii. Appropriate color schemes used
      iii. Proper spelling/grammar
      iv. Minimal animation/color usage
      v. Use of graphics/visuals to enhance presentation

III. **Training**
    a. Introduces self/group & training
    b. Acknowledges results from Needs analysis
    c. Give some background information
    d. Steps are clear and easy to follow
    e. Moves through steps at appropriate speed
    f. Engages with class (helps if need be)
    g. Provides sufficient material
    h. Able to accomplish within time period
    i. Leaves time for questions & answers questions well
Grading Criteria: Final Paper on Training Program

1. **Cover Page** - Title of training, group name, individual names, your presentation date
2. **Table of Contents**
3. **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.
4. **Training Design**
   a. **Training objectives** - Based on your needs assessment and any assumptions you may need to make, develop specific training objectives for trainees.
   b. **Description of the training program content** – what content was trained – the information given during the training. 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 a lesson plan – a breakdown of the 15 minutes of the content of the training program. When you describe your training program, you should describe how these decisions relate to what you learned from the needs assessment.
   c. **Description of training methods** – describe the methods you used, and provide a rationale (justification) for why you choose them based in training theory (e.g. learning theories) and needs assessment data. Discuss any decisions made that you believe should facilitate the transfer of training or motivate trainees to learn.
   d. **Description of training materials utilized**.
5. **Your evaluation plan results** - Describe your training evaluation plan: what training outcomes were chosen, how you determined they were appropriate outcomes, and how outcomes were measured. Whenever possible your evaluation should include both short-term and long-term evaluation and as many different levels as possible (at minimum behavioral & learning outcomes). Report and interpret the evaluation data collected. Discuss the degree to which your training objectives were met.
6. **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. 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. In any cases where the training objectives were not met, 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.
   a. Based on your data, how you would change your training program before offering it again? Would you cover different topics/emphasize different portions? Would you use different training methods? Should it be a longer/shorter presentation? Should you have asked different/more questions on the needs assessment?
7. **References** – All references should be APA style. If you are unfamiliar with APA this is a good resource: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
8. **Appendices** – Include you needs assessment questionnaire, evaluation questionnaire, the PowerPoint presentation (if) used during the presentation, and an Excel spreadsheet with your data analysis.
**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero the first time and failing the course for any additional offence.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please check for the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations** – APA style is the only accepted method used for citations and referencing during this class. All work should be paraphrased rather than copied directly. Material used from sources other than the text should use APA style citations and references.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.
**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
# Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Material Covered</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Introduction, Go over syllabus</td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Chapter 1: Introduction to Employee Training &amp;</td>
<td></td>
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<tr>
<td></td>
<td>Development</td>
<td></td>
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<tr>
<td>9/4</td>
<td>Chapter 2: Strategic Training</td>
<td></td>
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<tr>
<td>9/6</td>
<td>Get into groups discuss training project</td>
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<tr>
<td>9/11</td>
<td>Chapter 3: Needs Assessment</td>
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</tr>
<tr>
<td>9/13</td>
<td>Chapter 3 cont.</td>
<td>Training Quiz</td>
</tr>
<tr>
<td>9/18</td>
<td>Group Work Day (Need Assessments)</td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>Chapter 4: Learning &amp; Transfer of training</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Chapter 4 cont.</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td>9/27</td>
<td>Chapter 5: Program Design</td>
<td>Chapter 4 Quiz</td>
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<tr>
<td>10/2</td>
<td>Chapter 5 cont.</td>
<td></td>
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<tr>
<td>10/4</td>
<td>Group Work Day (Training Design)</td>
<td>Chapter 5 Quiz</td>
</tr>
<tr>
<td>10/9</td>
<td>Give Needs Assessments to Class</td>
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<tr>
<td>10/11</td>
<td>Give Needs Assessments to Class</td>
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<tr>
<td>10/16</td>
<td>Chapter 6: Training Evaluation</td>
<td>Training Design</td>
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<tr>
<td>10/18</td>
<td>Chapter 6 cont.</td>
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<td>10/23</td>
<td>Group Work Day (Training Evaluations)</td>
<td>Chapter 6 Quiz</td>
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<td>10/25</td>
<td>Chapter 7: Traditional Training Methods</td>
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<td>10/30</td>
<td>Chapter 8: Technology- Based Training Methods</td>
<td>Chapter 7 Quiz</td>
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<td>Training Evaluation</td>
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<tr>
<td>11/1</td>
<td>Chapter 9: Employee Development &amp; Career Management</td>
<td>Chapter 8 Quiz</td>
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<tr>
<td>11/6</td>
<td>Chapter 10: Social Responsibility</td>
<td>Chapter 9 Quiz</td>
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<tr>
<td>11/8</td>
<td>Example Presentation Day</td>
<td>Chapter 10 Quiz</td>
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<td>11/13</td>
<td>Presentation Day</td>
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<td>11/15</td>
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<tr>
<td>11/20</td>
<td>Presentation Day</td>
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<tr>
<td>11/22</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>11/27</td>
<td>Presentation Day</td>
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<td>11/29</td>
<td>Presentation Day</td>
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<tr>
<td>12/4</td>
<td>Presentation Day</td>
<td></td>
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<tr>
<td>12/6</td>
<td>NO CLASS – READING DAY</td>
<td></td>
</tr>
<tr>
<td>12/</td>
<td><strong>Training Project Write up Due during Exam Time</strong></td>
<td></td>
</tr>
</tbody>
</table>

*** The professor reserves the right to change the syllabus as needed throughout the semester.***
Syllabus Agreement

By signing at the bottom of this page, I acknowledge that I have read through each statement below, and concur with each of them.

1. I acknowledge that I was given a copy of the syllabus on the first day of class or of my attendance, which the professor went through with the class. If I received this syllabus after the first day of class, I acknowledge that I have read through this entire syllabus.

2. I understand the assignments required of me in this course.

3. I understand the expectations needed to receive each final letter grade.

4. I was permitted to ask any questions, and if I did, I was given sufficient clarification by the instructor.

5. I understand that I may be required to do certain assignments and homework online through Blackboard.

6. I acknowledge that the syllabus may change due to unforeseen situations or circumstances, including but not limited to events such as a hurricane or snow day, Professor illness, campus closure etc., which the Professor will alert the class to during class time or by email. The Professor will alert students as to what changes will occur, as well as posting a revised copy of the syllabus on Blackboard.

Print Name: ______________________________________________________

Signature: _______________________________________________________

Date: ____________________________