Training & Development
MGMT 3390
Fall 2020

Instructor: Katherine Roberto, PhD, MS
Office: OCNR 371
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Email: katherine.roberto@tamucc.edu

Office: OCNR 371
Class Time: 2:00-3:15
Room Number: OCNR 131
Office Hours: TR 3:15-5:00 or by appt

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 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.
Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>110</td>
<td>A</td>
<td>≥ 315</td>
</tr>
<tr>
<td>Training Project Write Up</td>
<td>100</td>
<td>B</td>
<td>280-314</td>
</tr>
<tr>
<td>Training Presentation</td>
<td>50</td>
<td>C</td>
<td>245-279</td>
</tr>
<tr>
<td>Class Activities</td>
<td>25</td>
<td>D</td>
<td>210-244</td>
</tr>
<tr>
<td>Participation in Trainings</td>
<td>25</td>
<td>F</td>
<td>≤ 209</td>
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<tr>
<td>Participation in Needs Assessments</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>350</td>
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</tbody>
</table>

Grades are based upon point accumulation, NOT averages. Please keep that in mind when calculating your grade. There is no curving or rounding, you must receive the minimum points associated with each letter grade to receive that grade.

Extra credit may be offered throughout the semester. The number and worth is subject to the professor’s discretion.

**Quizzes**
You will be quizzed over each chapter in the text. All quizzes are on Blackboard. 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 quiz was not completed. Please make sure that you have a reliable internet connection before you begin! There are no make-up quizzes!! There will be 11 quizzes throughout the semester, each worth 10 points. Please note the due date for each quiz is the start of the class period after the chapter has been covered. Please follow the due dates and times given in Blackboard.

Please note, that you are expected to read each chapter as assigned. I have had to be judicious in what I spend time on in class this semester. I will spend class time focused on specific aspects relating to your training project. This does not mean the remaining information is not important. Regardless of what is covered in class, you are expected to read each chapter and take the corresponding quiz which will cover the entire chapter. I will be more than happy to answer specific questions about any information in the chapters not covered in class during office hours or appointments.

**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. Due to time constraints, 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 – or PDF file. 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 points 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 will 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. Once groups have been assigned, there will be no changes in group membership, except as a result of students dropping the class.

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 most groups in this 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.

**Needs Assessment Questionnaire Requirements**

Each group will create and administer a needs assessment questionnaire to the entire class on designated days (see schedule). The questionnaire should consist of a **minimum of 12** different questions, using at least one of each 5 styles of questions discussed in class. You should conduct a person analysis (what KSAs does the class currently have and what do you need them to know?) and a task analysis [what are the separate tasks (steps) each student will have to engage in (what information do they need to have/what jargon do you need to make sure they understand?)]. If your training could be affected by allergies (e.g. latex, nuts, dairy, etc.), make sure to include questions to identify this, and make necessary arrangement during the training.

**Evaluation Questionnaire Requirements**

Each group will create and administer a training evaluation questionnaire to the entire class after presenting their training (see schedule). The questionnaire should consist of a **minimum of 8** different questions, using at least 4 of the 7 styles of questions discussed in class. You should assess both the reaction to the training (e.g. did they enjoy it, what would they change; **minimum 3**) and learning (e.g. were they successful, do they understand the steps/background, could they...
do it again without you; minimum 5). You will have additional time AFTER your presentation
time to hand out the evaluations (It should NOT be included in the designated training time).

***If you email me a copy of your either questionnaire at least 24 hours before the day you
present the questionnaire – I will print them out for you and bring them to class.***

**Delivering the Training Presentation**
Each group will deliver the training program not more than 20 minutes in length. This includes
your “set up” time – passing out materials, as well as your time for questions. It does NOT
include the time for evaluations (You will have 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, your time begins. You will
submit your PowerPoint and/or any material handed out in class through Blackboard before class
by 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 on (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 (e.g., 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 body of the paper should be no more than 20 pages.
However, title page/table of contents, references, and appendices do not count toward the page
maximum. The specific grading criteria for the paper is given below. Each group will submit
both an electronic copy through Blackboard, as well as, a bound hard copy to the professor by
the end of the final exam time.

**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. You will complete 2 peer evaluations – one over the
presentation, and the other over the write up. The former will be completed on your training day
(turned in before you leave class). The latter may be turned in either in person after you bring
your final write up, or you may complete it online through Blackboard (due by the end of the
final exam time). I will NOT accept any before your final group write up is turn in.

Individual project scores will then be adjusted based on peer feedback. If you do not work with
your group to prepare the assigned presentation and write up, 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.
<table>
<thead>
<tr>
<th>Grading Criteria: Group Training Presentation Requirements and Expectations</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Presentation Style</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• Presented without reading from notes</td>
<td></td>
<td></td>
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<tr>
<td>• Good eye contact</td>
<td></td>
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<tr>
<td>• Speaks loud enough to be heard</td>
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<tr>
<td>• Articulate, well-spoken in communication</td>
<td></td>
<td></td>
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<tr>
<td>• No major distracting mannerisms</td>
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<tr>
<td>• Appropriately dressed</td>
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<tr>
<td>• Does not lean on desk/podium</td>
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<tr>
<td><strong>Use of Needs Assessment Data</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of trainees from needs assessment clearly used to develop and guide training</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Method</strong></td>
<td>20</td>
<td></td>
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<tr>
<td>• Method(s) appropriate for training objectives</td>
<td></td>
<td></td>
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<tr>
<td>• Give some background information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Steps are clear and easy to follow</td>
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<td></td>
</tr>
<tr>
<td>• Moves through steps at appropriate speed</td>
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<td></td>
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<tr>
<td>• Engages with class (helps if need be)</td>
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<tr>
<td>• Provides sufficient material</td>
<td></td>
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</tr>
<tr>
<td><strong>Quality of Training Materials</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• Materials are appropriate for training objectives</td>
<td></td>
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<tr>
<td>• Materials are of good quality (e.g., no typos, easy to read, etc.)</td>
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<tr>
<td><strong>Impression Management</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• Introduces self/group &amp; training</td>
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<td></td>
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<tr>
<td>• Leaves time for questions</td>
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<td></td>
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<tr>
<td>• Training fits into time allotted</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>50</td>
<td></td>
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<tr>
<td><strong>Point deduction for time (too long or too short)</strong></td>
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</table>
Grading Criteria: Final Paper on Training Program

1. Cover Page - Title of training, group name, individual names, your presentation date

2. Table of Contents – With page numbers

3. Introduction. Introduce your training. Explain why you chose this training. What is the value of this training? Why is this something that should be learned? (Justify your choice)

4. Needs Assessment – Provide a description (summary) of the data collected on the needs assessment and what the analysis of the data told you about your trainees. Then highlight how you used this 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.

5. Training Design
   a. Training objectives - Based on your needs assessment and any assumptions you may need to make, develop at least 3 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 the content to be included in the program (scope of program content, specific content – including step-by-step directions), how you choose the content as well as how these needs assessment data informed this decision. Also, include a lesson plan – a breakdown of the 20 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 and motivate trainees to learn.
   d. Description of training materials utilized. Be specific if using “recipes.”
   e. Transfer of training – What type of skills training are you doing? What are you doing to increase the likelihood that the students will be able to apply what they have learned outside the training?

6. Your evaluation plan results - Describe your training evaluation plan: what training outcomes were chosen (how did they relate to your training objectives?), 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 reaction & learning outcomes, behavioral if possible). Report (summary) and interpret the evaluation data collected. Discuss the degree to which your training objectives were met.
7. **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?

8. **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/)

9. **Appendices** – Include your needs assessment questionnaire, evaluation questionnaire, the PowerPoint (if) used during the presentation, any handout you gave to the class, and a copy of your analyzed data (e.g. graph, charts) for both questionnaires.
Course Policies

Email Policy
I will only contact you though your university account or Blackboard. If you email me through a personal account I will ask you to resend it through university email. Also, I may need to contact you, and will do so through university email or Blackboard.

It is expected that email will follow good grammar and proper Email netiquette rules with proper salutations for proper response. REMEMBER: ALL CAPS MESSAGES IS SHOUTING AT THE TEACHER – and will not be responded to. In addition, messages like: hey prof wat did i miss? or simply here ‘s my paper will not be responded to. Without proper grammar and the person’s name in the email responses cannot be given. Your faculty will always respond when emails are received with respect and appropriate formality given the nature of working in a professional environment.

Attendance
Attendance at and participation in class are necessary to receive the full benefit and are encouraged. You are free to make your own decisions about attending class and participating. However, some material covered in class lectures will not be covered in the book. There will also be activities whose grade is reliant upon attendance. Thus, please be advised that not attending class is likely to have a negative impact on your overall grade.

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. 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.
**Civil Rights Statement**
Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints and support resources, (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.Ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) at (361) 825-5826 or visit the TAMUCC website at http://edcs.tamucc.edu/titleIX/.

Limits to Confidentiality. Essays, journals and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the course instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors at the University Counseling Center (https://counseling.tamucc.edu/).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Training &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Strategic Training</td>
<td>2</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>6</td>
</tr>
<tr>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td>Transfer-of-Training</td>
<td>3</td>
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<tr>
<td>Program Design</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Traditional Training</td>
<td>2</td>
</tr>
<tr>
<td>Technology-based Training</td>
<td>2</td>
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<tr>
<td>Employee Development</td>
<td>2</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>2</td>
</tr>
<tr>
<td>Conducting Training Project</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
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