COURSE SYLLABUS
BIS/MNGT 425
FALL 2010

COLLEGE OF BUSINESS AND PUBLIC AFFAIRS

SCHOOL OF BUSINESS ADMINISTRATION

Instructor:	Dr. Donna R. Everett
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Textbook: *Employee Training & Development,* 5th edition, Noe. 2010. McGraw-Hill Irwin: ISBN 978-0-07-353034-4.

COURSE DESCRIPTION

Course Description: Study of the relevant theories, practices, issues, trends, and methods in training and developing adult learners in work organizations; includes program design, needs and task analysis, delivery methods, working with *and* as consultants, and program evaluation. Prerequisite: BIS 421. Recommended Prerequisite: MNGT 301.

The class is an ***active*** learning environment in which students discuss training and organizational development concepts, work on group projects, prepare and deliver training and development modules, and guide the discussion of the related material. In this format, students learn a great deal from working together, but only if everyone openly exchanges ideas and experiences.

GOALS AND OBJECTIVES: AT THE END OF THIS COURSE, YOU WILL BE ABLE TO

1. Identify competencies, roles, and careers for trainers
2. Recognize the benefits of well-planned training programs
3. Analyze various methods of conducting needs analysis
4. Describe characteristics of adult learners
5. Identify traditional methods and new technologies in delivery of training
6. Establish criteria for evaluating training programs
7. Synthesize trends and issues related to organizational training in the next decade

BBA Goal 1 Our graduates will communicate effectively (interpersonal skills, teamwork).
BBA Goal 6: Our graduates will be competent in their discipline.

COURSE EVALUATION

Exam One	75 points	(~15%)
Exam Two	75 points	(~15%)
Final Exam	85 points	(~17%)
Individual Project 1: Discussion leader	30 points	(~6%)
Group Project 2: Training Program Presentation	120 points	(~25%)
Individual Assignments	70 points	(~14%)
Participation in Class Discussions	25 points	(~5%)
TOTAL POINTS	**480 points**	

Distributed as follows: (Please note: You are earning points. I do not divide points by 100. Decide your *points* now and proceed accordingly.)

A=432-480 points (10%)
B=384-431 points (20%)
C=336-383 points (30%)
D=288-335 points (40%)
E=0-287 points

Course Notes:

- **Web Links:** Four web sites that are particularly useful for training and development and HRD are noted below:

- http://www.astd.org
- http://www.trainingmag.com/training/index.jsp
- http://www.xavier.edu/hrd/related_sites.cfm
- http://www.nwlink.com/~donclark/hrd.html
- The web address for the textbook is http://www.mhhe.com/etd5e. Click on *Student Edition* and register.

- **Projects**
    - Students will form small groups during the first week of class. For Individual Project 1, each student will select **one** chapter portion (from Chapters 3-11), and lead the discussion of that portion of the chapter during part of a class session. The discussion leading will take place on the dates listed on the Weekly Assiognments schedule. This individual project is worth 30 points. Discussions should be approximately **15 minutes** in length (minimum of 13, maximum of 20 minutes). Remember, your main purpose is to *facilitate the class* in discussing the issues raised in this section of the text; you are **not** to lecture the class on this topic. Once the discussion of your questions is complete, you should end the discussion with a clear conclusion or summary concerning what you feel are the highlights or most important points that came out of the discussion. Discussion leaders should use PPT to highlight relevant points or questions for the discussion.
    - For Group Project 2, groups will plan, design, deliver, and evaluate their own training program. See the last page of the syllabus for more extensive details on this project. Groups should select a topic that is of particular interest to them. Topics for each group's training program should be decided upon (and turned into the instructor) by **Tuesday, September 7**. A Project Plan (what you intend to do) is due on **Tuesday, October 5.** I will give you feedback on this plan, and then you are to present your training program (or a portion of it) to the class sometime on **November 9, November 16, November 30,** or **December 7.** Each group will have 30-35 minutes to discuss the design and evaluation of their technique, as well as to demonstrate their technique (or some portion of it) to the class. See more information at the end of this syllabus.

- **Individual assignments are noted in the Weekly Assignments button.** Individual assignments are worth 70 points and will be assigned throughout the semester. Look for these on the Weekly Assignments marked as **I Assignment.**
- **Participation** is expected during the chapter discussions and in the group project presentations. **Attendance** goes hand in glove with participation. As in business if you have to miss class, then I expect you to notify me via voice mail or email. You are responsible for finding someone in the class to keep you up to date with assignments. For your convenience, archives also are provided after each chat in the **Wimba Classroom.** **Late work is evaluated as follows:**

    - One day late — Minus 3 grade points
    - Two days late — Minus 6 grade points
    - Three or more days late — Minus 9 points

Conceptual Framework

(For Teacher Preparation Students)

Community Engagement: A Light to and from the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's

Program: Business and Marketing Education, Grades 5-12, BIS 499C				
Aligned with	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**National Business Education Association**
Textbook/ Ancillary Materials Review	1, 2, 4, 5, 6	2.14 – 2.20	Diversity, assessment, literacy, achievement gap,	All content areas

Program: Business and Marketing Education, Grades 5-12, BIS 499C				
Aligned with	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**National Business Education Association**
			technology	
Content Enhancement	1, 2, 4, 5, 6	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	All content areas
Technology Usage	6	2.14 – 2.20	Technology	All content areas
Professional Preparation	8	2.14 – 2.20	Diversity, assessment, literacy, achievement gap	All content areas

MY ROLE

My role in this class is to facilitate and cheerlead at the minimalist level. The *Weekly Assignments* button in Bb includes due dates for assignments.

The "applied" aspect of the course will come primarily through teams of students planning, designing, delivering, and evaluating their own training programs. Other individual and in-class assignments will seek to provide other skills needed by HRD professionals. While there will be some lecturing during the semester, I view each of you as adult learners (see Chapter 3), and therefore encourage *class discussion* as much as possible. Toward that end, each individual will lead the class in discussing a portion of one of the chapters in the book. Facilitating group discussion is an important skill needed by training professionals. Three exams will be used to measure your grasp of the content of this course. However, over half of your course grade will come from active participation in class discussion and the projects and assignments that will be completed during the semester. There should be a lot of faculty/student and student/student interaction in this course.

ACADEMIC HONESTY

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://www.moreheadstate.edu/smartcatalog/graduate-2009-10/1451.htm.

AMERICANS WITH DISABILITIES ACT (ADA)

Policy for Accommodating Students with Disabilities: Professional staff from MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students taking departmental courses.

CAMPUS SAFETY STATEMENT

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency.

NETIQUETTE INFORMATION

Netiquette is a term that comes from combining Internet and etiquette. The combination of these two words is a term used to describe the best way to conduct yourself in an online class. Here are two samples: University of Wisconsin Colleges and Ohio State University.

HOW TO BE A SUCCESSFUL ONLINE STUDENT

This webpage from the Illinois Online Network is a great description of what makes a successful online student. What are you going to have to do to make sure you succeed in this course?

Check out the Eagle Express Lane at http://www.moreheadstate.edu/eagleexpress/ for announcements and other "stuff" for students or look behind the More MSU button on the front page of the course in Bb.

GROUP PROJECT ASSIGNMENT

Assignment: To plan, design, deliver, and evaluate an original training program.

Groups with approximately three to four students per group will be formed in the first week of class.

Each group will select its own topic for the original training program. The topic should be one in which the group members have considerable interest (or expertise). Program topics due: **September 7**.

Using Chapter 3 as a guide, each group will conduct a needs assessment for their proposed training program. This should include both a person and a task analysis. Make clear in your Training Proposal what interview questions, questionnaires, etc. your group used.

Based on your needs assessment and any assumptions you may need to make, develop specific training objectives.

Develop a detailed Training Proposal (Project Plan), which is due **October 5**. The Project Plan should include the following sections:

a. Title and brief description of the program
b. Training objectives
c. Training methods to be used, and a rationale (justification) for using them, based on training theory
d. Proposed instructors and the reason for using them
e. A tentative training outline
f. A tentative list and description of training materials needed
g. An evaluation plan (including both short-term and long-term evaluation, where appropriate; see Chapter 6).

Each group will receive feedback from the instructor on their Project Plan. Based upon the feedback, the groups should then finalize their training program, class presentation, and Final Report (reflection). Class presentations will be made **November 9, November 16, November 30, and December 7**. Presentations should review the group's efforts to develop and evaluate the training program, and must include some demonstration of the training program to the class (you may only have time to present a section or module of the training to the class). Final Reports (reflection) for all groups are due on **December 7**, and must include all information on your needs assessment (task analysis), design, implementation, and evaluation plans.

Grading of this Training Program project will be as follows:

Project Plan	30 points
Presentation	30 points
Final Report (reflection)	60 points

Since cooperation within the groups will be critical to the success of each project, students who do **not** cooperate or contribute their fair share of effort in the total project (as judged by the instructor and their peers) risk having their grade lowered. You are expected to work together to accomplish the assigned tasks. Changes in the groups will only be made in unusual circumstances (as determined by the instructor). The **Wimba** classroom is always available to the groups so they can meet face to face in real time.

WEEKLY ASSIGNMENTS FOR TRAINING IN BUSINESS AND INDUSTRY
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Chapter in Textbook	Topic and Assignment	Assignment Due Date by 11:59 p.m.
Chat 1: August 24, 8-9 p.m. ET (Wimba) **Get acquainted; discuss the course, Chapter 1, and the assignment for Chapter 1 below:**		
Chapter 1: Introduction to Employee Training and Development Course Objective 1	**I Assignment:** Go to the American Society for Training and Development (ASTD) home page on the World Wide Web. The address is www.astd.org. Investigate the links on the home page. One link is to T+D magazine**.** Find an article related to training. Summarize the main topic of the article and identify how it relates to course topics or topics covered in this text. Come prepared to discuss In Chat 1. Training teams formed.	**Due: August 24**
Chat 2: August 31, 8-9 p.m. ET		
Chapter 2: Strategic Training Course Objectives 2 and 7	**I Assignment**: Go to www.pfizer.com, the website for Pfizer, a company that researches, develops, manufactures, and markets leading prescription medicines for humans and animals. Identify Pfizer's mission statement, vision, and values. Go to the Careers section of the web site. Click on Working for Pfizer. Review the links on this page. Describe how leader behavior and education support Pfizer's vision and values. Prepare to share in the Chat 2.	**Due: August 31**
Chat 3: September 7, 8-9 p.m. ET		
Chapter 3: Needs Assessment Course Objective 3	Discussion of chapter led by student. **I Assignment**: Go to http://wdr.doleta.gov/SCANS/whatwork. Download the pdf file and be prepared to share necessary competencies, foundation skills that underlie the competencies, and share which skills you think are represented in the work force and which competencies are weaknesses in the work force. Be prepared to share in Chat 3. Does this give you any ideas for your training program?	**Due: September 7** **Training Topics due**
Chat 4: September 14, 8-9 p.m. ET		

Chapter in Textbook	Topic and Assignment	Assignment Due Date by 11:59 p.m.
Chapter 4: Learning: Theories and Program Design Course Objectives 4 and 5	Discussion of chapter led by student. **I Assignment:** Application Assignment #4 (page181): Big Dog's ISD page. Be prepared to share during Chat 4.	**Due September 15**
Chat 5: September 21, 8-9 p.m. ET		
Chapter 5: Transfer of Training Course Objective 2	Discussion of chapter led by student. We'll also learn about Little Bo-Peep.	**Exam 1 due September 28**
Chat 6: September 28, 8-9 p.m. ET		
Chapter 6: Training Evaluation Course Objective 6	Discussion of chapter led by student.	
Chat 7: October 5, 8-9 p.m. ET **Note: Chapters 7 and 8**		
Chapter 7: Traditional Training Methods Course Objective 5	Discussion of chapters led by student.	**Project Plans for Training are due**

Chapter in Textbook	Topic and Assignment	Assignment Due Date by 11:59 p.m.
Chapter 8: E-Learning and Use of Technology in Training Course Objective 5	Discussion of chapters led by student.	
Chat 8: October 12, 8-9 p.m. ET Continuation of Chat 7		
Fall Break: October 14 and 15		
Chat 9: October 19, 8-9 p.m. ET		
Chapter 9: Employment Development Course Objectives 2 and 7	Discussion of chapter led by student. **I Assignment**: Go to www.keirsey.com. Complete the Keirsey Temperament Sorter or the Keirsey Character Sorter. (You will have to register first.) These are examples of assessment instruments that can be used for development. What did you learn about yourself? How could the instrument you completed be useful for management development? What might be some disadvantages of using this instrument? Be prepared to share in Chat 10.	**Due: October 19** **Exam 2 due October 26**
Chat 10: October 26, 8-9 p.m. ET Chapter 11		
Chapter 11: Careers and Career Management Course Objective 1	Discussion of chapter led by student. **I Assignment** True Colors exercise. Follow up to Chapter 9. Materials on blackboard. Cards provided by instructor. Be prepared to discuss during Chat 10.	**Due October 26**
Chat 11: November 2, 8-9 p.m. ET		
Make-up Day	Any chapters or work left hanging will be covered.	
Chat 12: November 9: Presentations		

Chapter in Textbook	Topic and Assignment	Assignment Due Date by 11:59 p.m.
	Chat 13: November 16: Presentations	
	THANKSGIVING HOLIDAYS	
	Chat 14: November 30: Presentations	
	Chat 15: December 7: Presentations	
	Final: Due December 14	