University of Illinois at Urbana-Champaign
School of Labor and Employment Relations
Fall 2017

Course: LER 564, Human Resource Training and Development

Instructor: Joe Martocchio, Professor of LER and Psychology

Schedule: Tuesdays, 8 – 10:50 A.M., Rm. 47, LER (October 24 – December 12)

Office Hours: Wednesdays, 3 – 5 PM

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Course Description

      The purpose of this course is to provide students a firm understanding of human resource training and development systems in today's business environment. A constant theme setting the back drop for this course will be on the various kinds of change facing organizations and how these changes relate to human resource training and development. Aspiring HR professionals will gain essential knowledge to effectively manage employee training and development systems in a variety of companies.

      The course format is lecture and discussion of assigned readings. Course grades will be based on a written group training plan, a formal group presentation of the training plan, general class participation, and a test of knowledge.

Required Readings

Noe, R. A. (2017). *Employee Training and Development* (7th edition). Burr Ridge, IL: Irwin/McGraw-Hill.

and

Supplemental readings to be provided by the instructor from time to time.

Student Evaluation and Grading Scale

Thought papers (2 at 100 points each):   20% (200 points)

Training plan (group paper and presentation)

      Instructor evaluation of report   25% (250 points)
      Instructor evaluation of oral presentation   25% (250 points)

Class participation (3 at 100 points each):   30% (300 points)

Total: **100% (1,000 points)**

Calculation of Course Grades

Grade	Points
A	95-100% of 1,000 points, and so on…
A-	91-94.9%
B+	87-90.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73.76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	< 60%

Thought Papers

      The purpose of the thought papers (there will be two) is to enable you to think over pressing issues in training and development (e.g., Is it companies' responsibility to provide literacy training to new workers?). In your paper, (a) take a position on the issue (e.g., I believe that companies should provide literacy training because…), and (b) provide rationale for your position, calling on outside sources to help substantiate your position. Base your presentation on 2 or 3 articles from an HR practitioner publication (e.g., *HRMagazine*, published by the Society for Human Resource Management or *T+D,* published by the Association for Talent Development), business periodicals (e.g., *Fortune*), or major newspapers (e.g., *New York Times*, *The Wall Street Journal*). Assume the role

of an HR professional who is briefing his/her HR colleagues on a timely employee training and development topic. In the example, you would provide rationale for each point that you raise after the word "because" in (b).

Each thought paper should be about 3 pages (more than four pages is unacceptable) based on standard formatting (double spacing, 12 point font, and 1-inch margins all around). Listing of references does not count toward the page limit. I will hand out the issues to you at least two class sessions prior to the due dates of **November 14 and December 5**.

I will grade each paper as follows: Meeting both criteria earns you 100 points (A); meeting only two of the criteria earns you 80 points (B-); and, meeting none of the criteria earns you 0 points.

Class Participation

will give at random 4 short quizzes throughout the semester, of which the top 3 scores count toward your grade. Each quiz will have 3 questions from which you will answer one.

How should you prepare to answer questions? *First*, read the assigned material. Some questions will be based on <u>key terms</u>, which are the words or terms highlighted in bold within the chapters. For instance, "Define Needs Assessment." *Second*, be familiar with the learning objectives stated in each chapter. Within the chapters, the all-capital letters headings correspond to learning objectives. Within the objectives, you will see secondary headings (left, mixed case). I might ask: Define three types of training evaluation criteria. The answer would be reactions, learning, and behavior, and you would briefly talk about each one.

Training Plan and Presentation of the Plan (group project)

We will emphasize the process of training and development in companies, focusing on the kinds of knowledge HR generalists should know. This project will allow you to become familiar with a specific type of training (for example, Occupational Safety and Health, distance learning education, and so forth) by developing a training plan that contains three main sections:

- *Needs assessment*. Need assessment addresses the question "Will training help the company and employees perform better given strategic imperatives? If yes, then, what type of training?
- *Training design*. Training design describes the method by which knowledge and skills will be imparted upon employees.
- *Evaluation*. Evaluation addresses the questions "Has training been successful given the gaps identified in the needs assessment phase?" And, "What kinds of evidence do we have to show that training has filled the gaps?"

A more detailed outline of this project is attached at the end of this syllabus.

You will also educate your colleagues by making a **formal presentation** of your plan in class toward the end of the semester. So, please dress according to business casual standards, use PowerPoint slides and other tools as appropriate to present your plan to the class.

This project will be completed in small groups of five or six students. Each team will serve as newly hired training and development experts for their companies. I will ask each group to select an industry and to identify one or more specific training and development challenges for which a plan must be developed. I will also provide references and strategies to identify information throughout the semester. We will use the last class session for each group to make a formal presentation of 25-minutes. All group members should present some part of the work. *I will send assignments on October 25 (by-email).*

The written reports are due on December 12, and presentations will take place on the same day.

Academic Integrity

The University is responsible for maintaining academic integrity to ensure the quality of scholarship. It is your responsibility as a student to refrain from academic dishonesty, including plagiarism, i.e., representing the words or ideas of another as your own.
Read the UIUC Student Code: Part 4. Academic Integrity (1-401 to 1-406).

Cell Phone and Lap Top Use

Please do not use your cell phones (to make or receive calls or to text) during class. If you receive a phone call, please step outside the classroom to take it. Urgent calls come in from time to time and you should take them. Please do not use laptops during class *unless* you are taking class session notes. In this case, please sit in the front rows.

Why implement what may be considered a restrictive policy? Ultimately, it is for your educational benefit. When asking questions during class sessions, many students were distracted and often could not answer straightforward questions. Also, more students reported to me that clicking of keys is distracting. This policy will be to everyone's benefit by keeping you focused squarely on class activities. *Keep in mind that we'll be spending less than 24 hours together spread out over 8 weeks. Let's all take good advantage of our limited time together.*

You will have a 15-minute break approximately midway through each class session. By all means, feel free to use laptops and phones during break times.

I reserve the right to reduce your course grade by 5 points for each instance of usage not permitted by this policy.

Late Work

There will be a 20 percent grade reduction on any late assignments.

Course Outline and Readings

October 24   *Course Introduction and Overview of the Training and Development as well as Strategic Training*

Noe: Chapters 1 and 2

October 31   *Social Responsibility, Legal Issues, and Managing Diversity*

Noe: Chapter 10

November 7   *Designing Training: Needs Assessment, Learning and Transfer of Training*

Noe: Chapters 3 and 4

November 14   *Designing Training: Program Design and Training Evaluation*

Noe: Chapters 5 and 6

November 21   *No Class – Official University Holiday*

November 28   *Training Design/Methods: Traditional, Technology-Based*

Noe: Chapters 7 and 8

December 5   *Development, and the Future of Training, and Development and Career Management*

Noe: Chapters 9 and 11

December 12   *Team presentations of Training Plans*

<p style="text-align:center">Training Plan Outline</p>

1. Executive Summary (1 to 3 pages that state your objectives and key conclusions)

2. Introduction

    a. Company name (i.e., a real company)

    b. Company industry (e.g., pharmaceuticals, telecommunications such as wireless phone service or manufacturer of cellular telephones, gas and oil exploration, automobile manufacturing, or whatever your imagine leads you to select)

    c. Company background (use the UI library search engines such as ABI-INFORM and others such as *BusinessWeek*, *The Wall Street Journal*, *New York Times*, annual reports of the company)

    d. Training topic (e.g., product knowledge for customer service employees; work safety procedures for employees in a chemical plant; negotiations skills for professional sales staff such as in the computer hardware industry, etc.)

    e. Employee population targeted for training

3. Analysis of External and Internal Environments

    a. External Environment

        i. Industry profile (description of the industry including products/services, growth/decline in the industry, opportunities facing companies in the industry such as new technology or threats such as government regulation or economic conditions. Note: it's possible to identify both threats and opportunities. This is not an 'either-or' proposition)

        ii. Competition

            1. product or service competitors (e.g., United Airlines and American Airlines)

      2. competitors in terms of labor (i.e., with which kinds of companies do you

          compete for different types of employees? Identify two or three key

          employee groups in the company – that is, types of employees whose

          jobs are directly essential to the success of the company)

    iii. Labor force characteristics (e.g., how changing demographic characteristics are

       likely to affect worker preparedness – such as age, company tenure, educational

       attainment, sex, ethnicity, and race)

b. Internal Environment

    i. Unionization of workforce? *Note: You may not have direct information about*

      whether the target workforce is unionized, but make conjecture about how a

      union would respond to the proposed training or whether the proposed training

      could either lead to or reduce the likelihood of unionization.

    ii. Work force characteristics *Note: We'll assume that workforce characteristics*

      mirror the labor force characteristics.

4. Needs Assessment

a. Organizational analysis

    i. Interpret the information from the previous sections

    ii. How would you go about collecting additional information such as from

      personnel records, focus groups, and so forth. And, from whom would you

      collect data?

b. Task analysis

    i. Interpret the information from the previous sections to indicate the jobs to which

      training may be relevant. Limit your selections to 3 specific jobs.

    ii. Characteristics of the jobs slated for training (we'll visit O*NET on the Internet)

    c. Person analysis

        i. Interpret the information from the previous sections to indicate likely

           deficiencies about the workforce that may limit their readiness to perform up to

           standard.

        ii. How would you go about collecting additional information such as from

           personnel records, focus groups, and so forth. And, from whom would you

           collect data?

5. Instructional Design and Delivery

    a. Instructional design (such as specific traditional methods described in Chapter 7, or

       specific approaches to e-learning and the use of technology in Chapter 8)

6. Evaluation Plan

    a. Reaction measures (include samples of reaction measures in an appendix)

    b. Learning measures (include samples of learning measures in an appendix)

    c. Behavior measures (i.e., training transfer; include samples of behavior measures in an

       appendix).

    d. Discuss whether you plan to conduct an organizational-level evaluation. If so, identify

       measures (for example, increase in market share) and discuss the challenges in

       conducting this level of evaluation. If you decide that this level of evaluation is not

       feasible, please explain based on previous sections of your report).

7. References (please cite your sources throughout the text and list them in the reference section;

   feel free to use any style consistently such as APA, MLA or Chicago, etc.)

8. Appendices (examples of survey instruments, communications with top management,

   communications to employees, curricula samples and other items you deem to be appropriate

   documentation)