

## **BUSMHR 4322—Human Resource Training and Development**

300 Schoenbaum, Tuesday & Thursday, 2:20-3:40 PM  
Fisher College of Business  
The Ohio State University  
Autumn 2016

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### **COURSE DESCRIPTION AND OBJECTIVES**

Organizations are increasingly turning to training and development to help meet the challenges of today's rapidly changing workplace. This course is designed to provide students with an in-depth study of the concepts, processes, and issues associated with training and developing human resources. Attention will be giving to planning, designing, implementing, and evaluating training and development programs. Broader issues concerning employee development and training for specific needs will also be addressed.

This course focuses on what you need to know to work in the area of training and development. After completing this course, students should be able to: successfully conduct a needs assessment to determine whether training is necessary and, if so what should be trained, evaluate employee readiness for training, discuss the strengths and weaknesses of different training methods and understand the relationship between training techniques and training needs, solve transfer of training problems, choose appropriate training outcomes and evaluation designs in order to evaluate the effectiveness of training programs, understand how job experiences and assessment can aid development, and make recommendations regarding special training and development issues such as career paths, managing diversity, and work/life programs.

### **COURSE TEXTBOOK**

R. Noe, (2017) *Employee Training & Development* (7th ed.), Burr Ridge, IL: McGraw-Hill/Irwin (ISBN 978-0-07-811285-0). This book is available as a textbook at local bookstores as well as an e-book for Kindle, iPad, laptop, or notebook computer.

### **COURSE WEB PAGE (CARMEN)**

Course information, handouts, grades, PowerPoint presentations, links to websites, etc. will be available on the Carmen site for this course. Carmen's address is: <http://carmen.osu.edu>. Materials for each class will be posted on the website. Please print these before each class.

### **EXPECTATIONS**

1. *Attendance.* First, I expect you to demonstrate an interest in the course by consistent attendance in class and regular introspection and application to your own experience.

Regular attendance throughout the quarter is critical and appreciated (as is arriving on time). Understanding (not to mention a decent grade) will not be acquired by reliance on readings instead of class attendance nor vice versa.

2. *Preparation.* Come to class having completed the assignments for that day, review those materials prior to class so you are prepared to discuss them, and bring your course materials with you to class. Class time will be spent evaluating, integrating and supplementing the material covered in the assignments, not reviewing that material.
3. *Professionalism.* Be respectful of each other. I fully expect a high level of courtesy and professionalism in the classroom setting; this means minimal talking, no cell phones, no IMing or text messaging, etc. These behaviors are distracting and disrespectful not only to me but to your fellow students as well.
4. *Application.* Ask questions and contribute your thoughts and personal experiences whenever relevant. When students actively contribute to the discussion, everyone benefits from a more positive learning environment and the class becomes more interesting and fun. Remember, we are all in this class to learn from one another! I hope you will try to apply this material to your own work situation, now and/or in the future. This course is for your benefit and development, and you will get the most out of the course (and ultimately be most successful) by making it relevant to your own life situation.

## COURSE EVALUATION

Exam I	100
Exam II	100
Team Training Project	100
Paper (60 points)	
Presentation (20 points)	
Peer Evaluation (20 points)	
Assignments: Training in Practice	80
Course Contribution	20
TOTAL POINTS	400

**Exams (200 points):** The two exams, each worth 100 points, will each consist of short answer and short essay questions. Questions will be based on class lectures, discussions, readings, and assignments. These questions will be of two types: (a) questions assessing your understanding of course concepts, and, (b) questions assessing your ability to integrate and apply the basic concepts, processes, and issues covered in the course. The two exams will not be cumulative. You are expected to take the exams when scheduled. Students for whom this presents a problem should speak to the instructor prior to the exam date. Make-up exams will only be granted with a legitimate excuse. Failure to take an exam at the appointed time will result in an “E” for that exam.

**Team Training Project: Texas Instruments (100 points):** Students will be assigned to teams to provide practical experience in applying course concepts to an issue faced by Texas Instruments. Students will earn points for the team presentation, paper, and their participation in

the team as determined by the team peer ratings. You will receive the same number of points earned by your team for the presentation and paper. Peer evaluations will be used to determine the points that you will receive for contribution to the team project. The peer evaluations are due the day your team is scheduled to present to the class. A detailed description of the team project will be provided on Carmen.

**Training in Practice Assignments (80 points):** The assignments give you the opportunity to consider the practical application of the topics covered in class and serve as the basis for class discussion. Each assignment is worth 10 points. **All students must complete and turn in the first application assignment on August 30 (A#1) and the assignment for November 10 (A#13). You have the choice of which of the remaining six assignments to hand in for grading on their respective due dates. The assignments, designated as “class discussion” or “class activity”, cannot be turned in for grading.** For each assignment you choose to turn in for grading please prepare not more than three typed pages. The assignments should be completed individually and are due the day the assignment is discussed in class (see the schedule below for details). The points you earn for each assignment will be based on the quality of your answer (use of course materials and free of spelling and grammatical errors). **Although you have a choice regarding which assignments to hand in for grading, please complete and prepare to discuss all assignments.**

**Class Contribution (20 points):** Contributing is defined as providing comments that demonstrate knowledge and integration of course material, involvement in class exercises and discussions of assignments, respectful responses to and elaboration on the comments of others, and refraining from overly long monologues or “war stories”. The criteria for grading class contributions are shown below. You are encouraged to regularly review these criteria to assess your contribution level and set goals for improvement. Keep in mind that unexcused absences from class will result in deductions from your class contribution points. I evaluate your class contribution following each class. Towards the end of the quarter, you will be asked to evaluate your level of class contribution and provide specific examples to support your assessment. This self assessment can be emailed to me or written / printed out and submitted in class. I will carefully review your assessment, compare it to my own evaluation, and assign an overall contribution grade.

Points	Description
17-20	Consistent (90% of class sessions) high quality contributions (given the above definition). Responds to other students as well as the instructor. Volunteers illustrations from his or her own experiences about the subjects under discussion. Basis of contributions reflect being well prepared prior to class and active listening during class. Attends all classes.
14-16	Reasonably frequent contributions (70% of class sessions) of the same quality as described above for the grade of “A.” Misses one or two classes
10-13	Reasonably frequent contributions but not always of the same quality as described above for the grade of “A.” Misses two to three classes.

8-9	Sometimes contributes but not always of the same quality as described above for the grade of “A” or occasional (40% of class sessions) contributions of the same quality as described above for the grade of “A.” Misses three or more classes.
5-7	Does not take part in class discussion unless specifically asked to do so. Contributes once in a while but not always of the same quality as described above for the grade of “A.” Misses at least one class per week.
0-4	Takes no part in classroom discussion and does not attempt to contribute. Misses more than 50% of classes. When asked to contribute is not prepared or unwilling to do so.

## OTHER COURSE POLICIES

*Learning Accommodation.* Every effort will be made to provide each student with a meaningful learning opportunity. The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services (SLDS) to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

Students who are concerned about their class performance should contact me as soon as those concerns arise. I will work with you to improve your grade where possible but you must take the initiative to do so. I am not sympathetic to students who approach me during the last week of the quarter looking for extra points to enhance their grades.

*Grade Appeals.* If you have concerned about a grade, you may submit an appeal. Appeals must be in writing and must contain (a) a clear identification of what you are appealing and (b) an explanation of why you think the assigned grade does not reflect the quality of your performance including support for that position. Appeals must be received within one week of when the work is returned to you. All such appeals will be carefully considered and I will receive a written respond within one week of when the appeal was received. I reserve the right to re-grade the entire assignment or exam.

*Late Assignments, Make-up Exams, Extra Credit.* No late assignments or make-up exams will be accepted unless I am advised of a valid excuse prior to the exam or due date. There is no extra credit available.

*Academic Misconduct:* The Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic

integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference:

<http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

**COURSE SCHEDULE**  
(Subject to Change if Necessary)

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Required Reading/Assignment</u></b>
8/23	Course Introduction	
8/25	Training & Development Overview	Ch. 1
8/30	Training in Practice: Why is Training (Learning) Important?	A#1
9/1	Organization of the Training Function & Strategic Training and Development	Ch.2
9/6	Texas Instruments Presentation	
9/8	Organization of the Training Function & Strategic Training and Development (con’t)	A#2
9/13	Training in Practice: Strategic Training & Development	Ch. 2 & A#3
9/15	Needs Assessment I	Ch.3 & A#4
9/20	Needs Assessment II	Ch. 3 & A#5
9/22	Learning & Transfer of Training	Ch. 4
9/27	Training in Practice: Facilitating Learning	A#6
9/29	Program Design	Ch. 5

10/4	Training in Practice: Transfer of Training	A#7
10/6	Knowledge Management and Exam Review	
10/11	<b>EXAM 1</b>	
10/13	<b>NO CLASS-AUTUMN BREAK</b>	
10/18	Training Methods I	Ch. 7 & A#8
10/20	Training Methods II	Ch. 7 & A#9
10/25	Training Methods III	Ch. 8 & A#10
10/27	Training Methods IV	Ch. 8 & A#11
11/1	Evaluation	Ch. 6
11/3	Training in Practice: Evaluation	A#12
11/8	Development	Ch. 9
11/10	Development in Practice	A#13
11/15	Careers	Chapter 10: Pages 445-458
11/17	Careers in Practice	A#14
11/22	Special Issues Training in Practice: Special Issues	Chapter 10: Pages 420-445 A#15
11/24	<b>No Class (Thanksgiving Break)</b>	
11/29	<b>Exam 2 Review and Team Presentations</b>	
12/1	<b>Team Presentations</b>	
12/6	<b>Exam 2</b>	

### ASSIGNMENTS

#### **8/30 A#1: Training and Development Overview (Mandatory-10 Points)**

Read the Zappos case in the textbook on pages 53-54 and R. Silverman, “Going Bossless at Zappos Backfires – Retailer’s Switch to Self-management Rattles Employees; More than 200 Quit”, *Wall Street Journal* (May 2015): A1. Visit the Zappos website at [www.zappos.com](http://www.zappos.com). Go to the bottom of the page under “About” and click on “about”. Review the information provided in

“about” and the press kit including information about core values, training, the training fact sheet, and holocracy), and the information provided about customer service, the culture, and the values. Answer the questions at the end of the case on page 54 plus this question: Is training necessary for Zappos transition from a traditional hierarchical structure to holocracy? Explain why and the type of training needed.

### **9/8 A#2: Organization of the Training Function (10 points)**

Go to [www.mcdonalds.com](http://www.mcdonalds.com). Under “About Us”, review “Our History”, “Values in Action”, Archways to Opportunity”, and “Hamburger University”. Watch the YouTube video about Hamburger University at <https://www.youtube.com/watch?v=g9nehPueARc>. Complete the questions for Application Assignment 1 on page 107 in the textbook. As part of question 1a explain the relationship between McDonalds training and development efforts, employee retention, and customer service.

### **9/13 A#3: Strategic Training (10 points)**

Read L. Freifeld, “Jiffy Lube Revs Up to No. 1” *training* (January/February 2014): 30-38; M. Weinstein, “Jiffy-Lube Greases the Wheels of Success”, *training*, (January/February 2015): 36-38; L. Freifeld, “Jiffy-Lube is Leader of the Pack”, *training* (January/February 2016): 26-31. Also, go to and review the website for Jiffy Lube at [www.jiffylube.com](http://www.jiffylube.com).

Using the template provided in Figure 2.1 on page 69 in the textbook, read the article review the company’s web site and identify. In no more than four pages answer the following questions:

1. What is Jiffy Lube’s business strategy?
2. What are Jiffy Lube’s strategic training and development initiatives and training and development strategies?
3. What metrics does Jiffy Lube use to show the value of training?
4. Is Jiffy Lube’s training and development strategic? What grade does it deserve (A,B,C,D,F)? Justify your grade. Provide one recommendation for how they can make their training and development more strategic.

### **9/15 A#4: Needs Assessment (Class Discussion)**

Read A. Ort, “Embrace Differences When Training Intergenerational Groups” *T+D* (April 2014): 60-65.

Should assessing learners generation be included as part of needs assessment? Why?

### **9/20 A#5 Interpreting Needs Assessment Data (10 points)**

See the Excel spreadsheet showing training needs assessment data for Goodyear's salesforce (Titled "Full Results Report"). The spreadsheet includes two sets of ratings for each competency area. The competencies are Results Focused, Leadership, Ethics, Integrity, Values, etc. Each competency consists of individual items that the salesforce was asked to rate on two dimensions. The dimensions included the extent to which they felt the item was a strength (opportunity for improvement, minor opportunity for improvement, strength, major strength) and an importance rating for success as a salesperson (not at all important, neither important nor unimportant, important, very important, and critical). Review the data. Based on your review identify two competencies and underlying that should be strongly considered as the focus of training. Justify your answer. Which two competencies should not be considered as targets for training? Why?

**9/27 A#6: Maximizing Learning (10 points)**

Complete Application Assignment #2 on pages 194-195 in the textbook.

**10/4 A#7: Transfer of Training (10 points)**

Read R. Hewes, "Step By Step", *T+D* (February 2014): 56-61.

Complete Application Assignment #5 on page 240-241 in the textbook. To the extent possible, make sure your recommendations are relevant for the situation. That is, the "Improving Service Quality Program", hotel staff, and service industry (Noe Suites).

**10/18 A#8: Training Methods I (Class Activity)**

Prepare for your role as a trainer by reviewing Application Assignment #3 on pages 324-325- in the textbook.

**10/20 A#9: Training Methods II (10 points)**

Go to [www.5off5on.com](http://www.5off5on.com) , the website for Pit Instruction and Training, a company that provides training for auto racing pit crews as well as team training. Click on "Corporate Training". Read about Lean Performance U. Watch the YouTube video of the training at

<http://www.youtube.com/watch?v=u6akX9THcrg> and

<http://www.youtube.com/watch?v=VVQefr0bMNo>

1. What skills can this type of training improve?
2. What should be done to insure transfer of training occurs?
3. What are the potential disadvantages of this type of training?
4. Although we haven't yet discussed evaluation what recommendations would you have for evaluating the effectiveness of this program?

**10/25 A#10: Training Methods III (10 points)**



Read “3-D in Action” and review the YouTube videos “Emergency Medical Simulations” at <https://www.youtube.com/watch?v=15tBSqe07CU> & “Desktop Refinery Simulation” at [https://www.youtube.com/watch?v=\\_58FhpstTuo](https://www.youtube.com/watch?v=_58FhpstTuo) . The readings are available on the course website.

Answer the following questions:

1. What are the advantage and disadvantages of the simulation discussed in the articles and shown in the videos for learning? for transfer of training?
2. What features does a simulation have to have to be effective for learning and transfer of training? Provide a rationale for the features you chose.

### **10/27 A#11: Training Methods IV (10 points)**

Read and review both articles and demos. The articles can be found on the course website.

- Virtual Worlds: “Avatars Rule” and the video “Raytheon Delivers Virtual Training in Second Life for NOAA” at <https://www.youtube.com/watch?v=vuR2xeIcnFM>.
- Mobile Learning: “Go Mobile” and the video “Why iPads – This is Brand Education” at [https://www.youtube.com/watch?v=gmU\\_7QYgoPg](https://www.youtube.com/watch?v=gmU_7QYgoPg)

Based on one of the two sets of articles and demos answer the following questions:

1. What are the advantage and disadvantages of the technology discussed in the article and shown in the demos for learning? for transfer of training?
2. What suggestions would you have for overcoming the disadvantages of the technology for learning and transfer of training?

### **11/3 A#12: Evaluation (10 points)**

Complete Application Assignment 2 on page 284-285 in the textbook.

### **11/10 A#13: Development (Mandatory-10 points)**

Go to [www.shrm.org/foundation](http://www.shrm.org/foundation), under “Complimentary Resources” click on DVD series. Watch the video “Seeing Forward: Succession Planning at 3M”.

Answer the following questions:

1. Why is development important at 3M?
2. How does 3M develop employees?
3. In addition to development activities, what else is necessary for effective employee development?

### **11/17 A#14: Careers (10 points)**

Read “Custom Careers”, *HR Magazine* (June 2013): 54-56. Review the career path at Alternatives Inc (see <http://www.alternativesinc.org/Careers/CareerPaths.aspx> and at Whirlpool (see <http://us.whirlpoolcareers.com/CAREER-DEVELOPMENT/mapping-out-your-career.aspx>).

Answer the following questions:

1. What is a career path?
2. How do you think career paths help MassMutual? MassMutual’s employees? Should there be a relationship between training and development activities and career paths? Why?
3. How would you identify a career path problem? How would you develop a career path?

### **11/22 A#15: Special Issues (Class Discussion)**

Go to [www.verizon.com/about/our-company/diversity-inclusion](http://www.verizon.com/about/our-company/diversity-inclusion). Review the videos. Review the 2015 Verizon Corporate Responsibility Supplement.

Answer the following questions:

1. Why is corporate responsibility, and particularly managing diversity, important to Verizon? How does it strengthen the business?
2. What role does learning, training, and development play in managing diversity and corporate responsibility at Verizon?

