

**BUS-MHR 7314**  
**Designing Learning Systems**  
**Autumn 2016**  
**Tuesday 6:15-9:30PM**  
**305 Gerlach Hall**

Professor Raymond A. Noe  
828 Fisher Hall  
Phone: 292-3982  
E-mail: noe\_22@fisher.osu.edu  
Web Site: [www.carmen.osu.edu](http://www.carmen.osu.edu)  
Twitter: @ProfRay  
Office Hours: By appointment

***Course Objectives***

The purpose of this course is to familiarize you with the learning function in organizations broadly defined to include training, development, knowledge management and career management. The concepts, methods, and issues discussed in the course are applicable to all types of organizations and jobs.

After taking this course you should be able to:

1. Discuss how learning can help companies gain a competitive advantage and be able to link learning and business strategy.
2. Understand the strengths and weaknesses of different ways to organize the learning function.
3. Discuss current issues influencing training, development, and career management practice.
4. Conduct a needs assessment to determine whether learning is necessary and the appropriate solution for a business problem.
5. Evaluate and create conditions to ensure employees' readiness for learning.
6. Discuss the strengths and weaknesses of presentation, hands-on, and group learning methods.
7. Design an effective blended learning environment.
8. Understand the strengths and weaknesses of social media for learning
9. Design an instructional and work environment to maximize learning.
10. Choose appropriate outcomes and evaluation design to determine learning effectiveness.
11. Understand how assessment, relationships, courses, and job experiences can be used for development.
12. Develop a new career management or development system including development and career plans, identifying managers, employees, and HR roles, and needed resources

## ***Course Format***

Class will include lecture, student and instructor-led discussion of readings and assignments, case discussion, simulated training methods, presentations, and videos. The class will include learner-content, learner-learner, and learner-instructor interaction. Please bring your textbook and readings to each class.

## ***Course Materials***

Books:

R.Noë, *Employee Training & Development* (7th ed.), (Burr Ridge, IL: McGraw-Hill/Irwin, 2017). ISBN 978-0-07-811285-0 (This book covers the basics of training, development, knowledge management, and career management).

Case:

Improving Customer Service in Sunpharma Pharmacies (NA0208)

Readings: The readings are from practitioner-focused publications including *T+D* and *Training and Development* (ASTD), *Training*, *HR Magazine*, *Chief Learning Officer*, *Workforce Management*. These readings discuss current issues and provide examples of current practices. The readings are available through accessing online journals using the Library tab found on the course website on Carmen.

Course Website on Carmen: The course website includes the course syllabus, useful websites, announcements, and PowerPoint slides used in class presentations.

## ***Course Evaluation***

Grades will be determined based on the following:

Final Exam	100 points
Case: Improving Customer Service in Sunpharma Pharmacies	
Question Set 1	10 points
Question Set 2	15 points
Question Set 3	15 points
Question Set 4	10 points
Question Set 5	10 points
Team Peer Evaluation of Your Participation in Case Team	20 points
Course Contribution	30 points
Discussion Leader	10 points
TOTAL POSSIBLE POINTS	220 points

## Final Exam

The exam will cover topics discussed in class as well as readings from the articles and textbook covered prior to the exam day. The exams will require you to provide short answers, list and discuss, draw figures, etc.. For example, “List and briefly explain the components of the instructional design model”, “What are the important steps in conducting a training needs analysis?”, “What is the major argument made by Zenger et al. in their article “Phase 3” regarding how to improve training effectiveness?”. I will provide you with a study guide to help direct your preparation for the exam. You are expected to take the exam when scheduled. Students for whom this presents a problem should speak to me prior to the exam date. Make-up exams will only be granted with a **legitimate** excuse (see below).

## Course Participation

Course participation will be based on your involvement in discussions during class time (case discussions, discussion of readings, etc.). Each week there are reading assignments, videos, and/or exercises that you will need to complete and prepare to discuss during class. Class time will include reviewing, evaluating, integrating, and supplementing the material. If you miss class, your absence will have an adverse effect on the points you can earn for class contribution. If you have a **legitimate** reason for missing class your participation points will not suffer will be excused without penalty. Legitimate reasons include illness, family issues, work travel, and interviews. Please contact me in advance if you have to miss class. At the end of the semester, you will be asked to evaluate your level of class participation and provide specific examples to support your assessment. I will base your points on a careful review of your self-evaluation and my evaluation of your participation.

## Discussion Leaders

Students will sign up for a discussion leader topic. **Each student is responsible for one of the articles included for the topic.** You will be asked to provide a presentation to the class of the key “take aways” from your assigned reading. The “take aways” should be summarized on **two slides** which identify (a) the major point of the article, and, (b) the implications of these articles for us as HR professionals. The presentation should not exceed 5 minutes. The presentation should be provided to me so that I can share with the rest of the class by posting on the Carmen course site. **Please provide the presentation to me no later than noon on the day your Discussion Leader topic is scheduled.**

## Case: Improving Customer Service in Sunpharma Pharmacies

We will use this case throughout the course to reinforce your understanding and application of the course content. For each set of five case questions, teams should prepare a (1) PowerPoint presentation of no more than 5 slides summarizing their answers to the questions, and, (b) a more detailed case report, not more than 5-7 double spaced pages, answering the case questions. I will randomly call on case groups to lead the discussion of

one or more case questions and/or identify major issues in the case. Both the PowerPoint slides and the case analysis should be turned in the night the case questions are discussed in class. An excellent case analysis correctly uses and interprets case facts, supports answers to questions by providing a compelling rationale using evidence from lectures, readings, and course materials, and are well-written without typos, spelling errors, missing words, and incomplete sentences.

## **Other Issues**

Grading Policy: Any issues regarding grading of exams or case analysis should be discussed with me within one week of receiving a grade. For students who ask me for a review I request that they identify in writing the rationale for reconsideration of the allocated points. I reserve the right to review the entire exam or case analysis and adjust points as needed.

Learning Environment: We will, as a group and as individuals, hold ourselves accountable for demonstrating an openness to and appreciation for ideas of others. This means being conspicuously respectful of each other on all occasions and in all of our face-to-face and electronic interactions.

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.

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>

**Class 1: August 23**

***Introduction: Training Statistics, Training Leaders, Best Practices, Evolution of Training***

Noe, Chapter 1

M. Ho , Commitment to Learning Continues” *T+D*, (December 2015): 42-47.

M. Leimbach, “We Talk the Talk, But Do We Walk the Walk”, *training* (March/April 2016): 24-28.

L. Kolodny, “A New Way to Train Workers; One Small Bite at a Time”, *Wall Street Journal* (March 14, 2016): R6.

S. Gale, “Forget Millennials: Are You Ready for Generation Z”, *Chief Learning Officer* (July 2015): 38-41, 48.

A. Sharma, “Designing Learning for Millennials”, *T+D*, (June 2016): 60-65.

J. Lublin & T. Francis, “Boards Often Fumble CEO Changes”, *Wall Street Journal* (June 9, 2016): B1 & B2.

Class Discussion: Introduction

Based on Chapter 1 and the articles, be prepared to discuss the following questions:

What are the important trends and practices in training? Why are they important?  
What issues/problems/trends are occurring in today’s workplace that are relevant for training/development/learning? Why? What role can training/development/learning play in helping companies meet the challenges presented by these issues/problems/trends?

**Class 2: August 30**  
***Strategic Training and Organization of the Training Function***

Noe, Chapter 2

*Discussion Leaders: Positioning the Learning Function to Benefit the Business*

J. Hudepohl, "Consistency Brings Results", *T+D* (June 2014): 64-69.

J. Dearborn, "Learning at the Speed of Business", SAP Leads in the Cloud", *TD* (January 2015): 38-41.

S. Gale, "Speak Your CEOs Language", *Chief Learning Officer* (February 2016): 26-29.

K. Whitney, "Nationwide Adapts to the Winds of Learning Change", *Chief Learning Officer* (June 2016): 42-43.

K. Whitney, "Dreaming Big to Make Learning Happen", *Chief Learning Officer* (March 2016): 22-25.

Class Discussion: Strategic Training

Read the following articles, review Jiffy-Lube's website, and be prepared to discuss the questions below.

T. Bingham & P. Galagan, "Learning investment helps engines run smoothly at Jiffy Lube", *T+D*, (August 2012): 32-36; K. Barber, "Strategies for implementing a successful training program", *T+D*, (August 2012): 38-41. 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* (2016). Review the website for Jiffy Lube at [www.jiffylube.com](http://www.jiffylube.com).

Questions

1. Using the strategic training process shown in Figure 2.1 (The Strategic Training & Development Process) in Noe identify each component of Jiffy Lube's strategic training process.
2. Identify the strengths and weaknesses of Jiffy Lube's strategic training process.
3. Grade the extent that you believe the company's learning/training process is strategic (A,B,C,D,F). Be prepared to justify your grade.
4. What recommendations do you have for making Jiffy Lube's learning/training more strategic?

**Class 3: September 6**  
***Sunpharma Case Discussion 1: Linking Training to Strategy, Making the Business Case***

Case Questions:

1. What problems/issues is Sunpharma facing that have implications for their training practices?
2. What is Sunpharma's business strategy? What are its implications for learning/training/development?

Class Discussion: Corporate Universities

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>. Read S. Sipek, "Deloitte Leads From the Front", *Chief Learning Officer* (June 2015): 42-43. Watch the YouTube video about Deloitte University at <http://www.youtube.com/watch?v=O3aOXEjHysM>.

1. Do these corporate universities support the business? How? Are they beneficial for talent management? How?
2. What are the potential disadvantages of corporate universities?

**Class 4: September 13**  
***Needs Assessment: Organization Analysis, Task Analysis, Person Analysis***

Noe, Chapter 3

L. Pruitt, "Training and Business Goals: Strategies for Success", *training* (March/April 2011): 24-27.

R. Jaenke, "Identify the Real Reasons Behind Performance Gaps", *T+D* (August 2013): 76-77.

B. Hughes, "Rapid Analysis: Before You Begin Know the ANSWER", Allen Communications (available on Carmen).

C. Crain, "Collect Input to Increase Output", *T+D* (June 2014): 26-29.

Class Discussion: Needs Assessment

1. Why is needs assessment important? What should be included in a needs assessment?
2. What is a gap analysis? How might you conduct a gap analysis?
3. What insights do the articles provide about needs assessment methods, i.e, how to identify training needs?
4. Review the Excel spreadsheet on Carmen 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 (skills, behavior, knowledge) 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 skills, behavior, or knowledge 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?

*Discussion Leaders: Needs Assessment*

S. Sipek, "Learning Developed with Surgical Precision" *Chief Learning Officer* (January 2015): 22-25.

B. Hall, "Learning Analytics at JetBlue", *Chief Learning Officer* (November 2014): 16.



“KLA-Tencor Corporation: Right People, Right Knowledge”, *training* (January/February 2015): 56-57.

R. Tartell, “Use Focus Groups for Rapid Needs Assessment”, *training* (March/April 2014): 14.

S. Lindenberg, “Advisory Groups Can Help L&D Initiatives”, *TD* (September 2014): 28-31.

**Class 5: September 20**  
***Sunpharma Case Discussion 2: Needs Assessment***

Case Questions:

1. What has Sunpharma done to identify training needs? What else should they do? Make sure you identify the focus of the assessment and the method (i.e., how they should determine training needs).
2. What are the knowledge and skill gaps that should be the training focus?

*Discussion Leaders: Learning*

D. Rock, “Your Brain on Learning”, *Chief Learning Officer* (May 2015): 30-48.

A. Benninghof, “Pathways to Retention”, *TD* (June 2015): 21-22.

M. Torrance, “Nine Moments of Learning”, *TD* (September 2014): 76-77.

J. Davis, M. Balda, & D. Rock, “Keep an Eye on Time”, *T+D* (January 2014): 50-53.

### **Class 6: September 27**

#### ***Learning & Transfer of Training: Theories, Readiness for Training, Program Design, Facilitating Learning***

Noe, Chapters 4 & 5

#### Class Discussion: Program Design

Read the articles below. Be prepared to discuss their implications for instruction and/or training design.

C. Anderson, “Do You Have the Right Business Partners?” *Chief Learning Officer*, (March 2014): 48-50.

G. Seli, “On-Site vs. Off-Site Training”, *training* (March/April 2014): 20-22.

A. Barron, “Design Workshops for Maximum Engagement”, *TD* (June 2015): 68-69.

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

W. Rothwell, “13 Practical Tips for Training in Other Countries”, *T+D* (May 2012): 38-42.

A. Barron, “Discussion Prompts”, *T+D* (January 2014): 24-26.

#### *Discussion Leaders: Program Design*

M. Weinstein, “The Art of Content Curation”, *training* (March/April 2016): 34-36.

J. Giulioni & K. Voloshin, “Bring Learning Up to Speed” *Chief Learning Officer* (May 2015) 34-37.

J. Bowley, “Two Minds are Better Than One”, *Chief Learning Officer* (August 2015) 34-37, 49.

K. Kapp, “Matching the Right Design Strategy to the Right Content”, *T+D* (July 2011): 48-52.

C. Quinn, “Learning Needs a Revolution”, *Chief Learning Officer* (July 2015) 34-37, 48.

#### *Discussion Leaders: Identifying and Training Trainers*

G. Owen-Boger & D. Ludwig, “Dual Role”, *T+D*, (April 2016): 32-36.

R. Frattali, “The Company That Teaches Together Performs Together” *T+D*, (July 2007): 36-39.

N. Germond, “Off to a Good Start: Tips for New Trainers”, *T+D* (February 2015): 28-31.

E. Betof, L. Owens, & S. Todd, “The Key to Success in a VUCA World”, *T+D* (July 2014): 38-43.

M. Weinstein, “Leaders vs. Trainers”, *training* (May/June 2015): 42-45.

**Class 7: October 4**  
***Transfer of Training & Knowledge Sharing/Management***

Noe Chapters 4 & 5

Class Discussion: Designing Effective Training Programs

Read the articles below. What are their implications for designing effective training programs?

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

A. Edmondson, "Strategies for Learning From Failure", *Harvard Business Review* (April 2011): 48-55.

S. Bailey, "The Answer to Transfer" *Chief Learning Office*, (November 2014): 33-41

P. Galagan, "Playing Nice", *TD* (September 2014): 24-27.

E. Krell, "Get Sold on Training Incentives", *HR Magazine* (February 2013): 57-58.

F. Kalman, "Taking Control of On-the-job Learning", *Chief Learning Office*, (August 2014): 49-54.

C. Lombardozzi, "Cultivating Valuable Learning Environments", *TD* (January 2016): 54-58.

Watch the video of how Accenture sees knowledge management at  
<http://www.youtube.com/watch?v=ssZPn1r5O6c>

*Discussion Leaders: Knowledge Sharing & Management*

J. Collins, "It's All In Here! How Do We Get It Out?" *T+D* (January 2011): 58-61.

D. Kelly, "Curating to Enhance Organizational Learning", *T+D* (February 2013): 76-77.

S. Gilbert & A. Silvers, "Learning Communities With Purpose", *TD*, (January 2015): 48-51.

S. Selvaraj, "Does Expertise Leave When Experts Do?", *training* (March/April 2016): 10-11.

D. Leonard, "Five Ways to Insure Critical Knowledge Transfer", *Chief Learning Officer* (August 2015): 17-21.

## **Class 8: October 18**

### ***Learning and Training Technologies: Virtual Classrooms, MOOCs, e-learning, Blended Learning, Social Collaboration***

Noe, Chapter 8

#### *Virtual Training/Virtual Classrooms*

C.Huggett, “Make Virtual Training a Success” *T+D* (January 2014): 41-45.

T. Byham & A. Lang, “Avoid These 10 Pitfalls of Virtual Classrooms”, *Chief Learning Officer* (May 2014): 18-21.

Review the example of a virtual classroom at  
<https://www.youtube.com/watch?v=BzONDRR9qL4>

#### *Discussion Leaders: Massive Open Online Courses (MOOCs)*

S. Herring, “MOOCs Come of Age”, *T+D* (January 2014): 46-49.

F. Kalman, “Here Come the MOOCs”, *Chief Learning Officer* (January 2014): 37-48

M. Andrade, “Charting a New Course in Corporate MOOC/SPOC Design”, *T+D* (March 2016): 42-46.

L. Walsh, “Bring MOOCs Back to Life”, *Chief Learning Officer* (February 2015): 26-29, 47

#### *Social Learning/Social Media*

I. Abbasi, “Get Social”, *TD* (March 2016): 26-29.

R. Emelo, “Not Your Mother’s Blended Learning”, *Chief Learning Officer* (October 2015): 19-21, 48.

J. Thomas, “At EAG, Learning’s All About the Chatter”, *Chief Learning Officer* (February 2015): 42-43, 49.

S. Gale, “Cisco Reinvents Social Learning”, *Chief Learning Officer* (September 2015) 40-41, 49

#### *Learning Management System (LMS)*

J. Congemi, “Part 4: MasTec Tackles the LMS”, *training* (July/August 2014): 26-29.

Watch the video about Udacity & ATT MOOC Partnership at <https://www.youtube.com/watch?v=ImzJ8mmHbWw>

Class Discussion: Virtual Training, MOOCs, Social Media

What are the advantages and disadvantages of virtual training and MOOCs from the company's perspective? The learner/employee perspective? How can social media be used to facilitate learning? transfer of training? knowledge sharing? performance support? What are the strengths and weaknesses of using social media as part of a training program?

*Discussion Leaders: E-learning, On-line learning, Blended learning*

J. Bergmann & A. Samms, "Flipped Learning: Maximizing Face Time", *T+D* (February 2014): 28-31.

L. Freifeld, "Online Versus In-class Success", *training* (September/October 2014): 19-25.

L. Cypher, "Taming Online Training at the San Diego Zoo", *Chief Learning Officer* (April 2014): 42-48.

S. Yacovelli, "How to Effectively Evaluate E-learning", *T+D* (July 2012): 52-57.

L. Harris & E. Squire, "Bedside Manners", *T+D* (December 2015): 48-52.

## Class 9: October 25

### ***Learning and Training Technologies: Virtual Reality, Mobile Learning, Apps, Performance Support, Wearables***

#### *Discussion Leaders: Mobile Learning*

J. Cone, “Look Before You Leap Into Mobile Learning”, *T+D* (June 2013): 40-45.

R. Pyrellis, “Qualcom: Mobile-friendly Learning”, *Chief Learning Officer* (June 2014): 36-37.

K. Kuehner-Hebert, “Go Mobile”, *Chief Learning Officer* (March 2014): 18-21.

C. Anderson, “Learning Delivery – E-Learning and Mobile Gaining Ground”, *Chief Learning Officer* (August 2016): 50-51.

#### *Apps*

P. Harris, “Relying on Street Smarts”, *TD* (October 2014): 92-94.

S. Ramachandran, “From Idle Time to Time to Learn”, *TD* (December 2015): 22-25.

#### *Wearables & Performance Support*

M. Weinstein, “Just-in-Time Technology Solutions”, *training* (September/October 2014): 36-39.

Watch the video about MD Anderson’s Oncology Expert Advisor at  
<http://www.youtube.com/watch?v=CtyYI7ou2B0>

K. Everson, “In the Know, in the Now”, *Workforce* (January 2015): 44-47.

Watch the videos about wearables in the energy industry and healthcare:

<https://www.youtube.com/watch?v=lkH88TTgt6A> and  
<https://www.youtube.com/watch?v=jnEdasIPtEg>

Watch the videos on the use of i-pads and tablets for training:

<https://www.youtube.com/watch?v=pQbiJNZ5Xig>  
<https://www.youtube.com/watch?v=VqEee-ymxpk>  
<https://www.youtube.com/watch?v=cyJQ-YWLnMU>  
[https://www.youtube.com/watch?v=gmU\\_7QYgoPg](https://www.youtube.com/watch?v=gmU_7QYgoPg)  
Review the example of a serious game at  
<https://www.youtube.com/watch?v=ZGhKPlq8sY0>



### Class Discussion: Mobile Learning and Wearables

1. What type of content is best suited for mobile learning? Is mobile learning best suited for training programs/courses or performance support?

2. What are the potential advantages and disadvantages of wearables?

#### *Discussion Leaders: Simulations, Games, & Virtual Reality*

A. Gronstedt, "From Immersion to Presence", *TD* (July 2016): 54-59.

K. Everson, "Allstate is in Gamification's Hands", *Chief Learning Officer* (July 2014): 42-43, 48.

G. Dutton, "They've Got Game", *training* (September/October 2014): 46-53.

M. Mlinar & S. Weppel, "A Level Up on Gaming", *Chief Learning Officer*, (April 2015): 34-48.

S. Gale, "'Tis the Season to be Training", *Chief Learning Officer*, (April 2016): 58-60, 65.

## **Class 10: November 1**

***Training Methods: Presentation Methods, On-the-job training, Apprenticeships, Self-directed learning, Adventure learning, Action Learning, Business Games, Onboarding, Tuition Reimbursement***

Noe, Chapter 7

### *Lecture*

J. Goldsmith, “Revisiting the Lecture” *T+D* (June 2014): 30-32.

### *Certification and Tuition Reimbursement*

H. Dolezalek, “Certify Me”, *training* (May 2008): 54-59.

T. Cherry, “Rejuvenating Tuition Reimbursement Programs”, *HR Magazine* (June 2014): 78-85.

K. Everson, “Fiat-Chrysler: Driving Degrees at Work”, Chief Learning Officer (October 2015): 38-39.

### *Apprenticeships*

K. Tyler, “The American Apprentice”, *HR Magazine* (November 2013): 33-36.

J. Congemi, “MasTec’s Apprenticeship’s Mission”, *training* (March/April 2014):36-37.

### *Orientation/Onboarding*

J. Mass “Going Digital: Reimagining New-Hire Orientation”, *TD* (December 2014): 60-64.

### *Action Learning*

M. Peters, “Accomplish Two for One With Action Learning”, *T+D* (August 2013): 52-57.

M. Marquardt, “Action Learning Around the World”, *TD* (February 2015): 44-49  
Games

B. Roberts, “Gamification: Win, Lose, or Draw”, *HR Magazine* (May 2014): 28-35.

### *Team Building/Team Training*

“Lending a Hand”, *T+D* (December 2013): 72.

### Class Discussion: Team Training

Go to [www.drumcafe.com](http://www.drumcafe.com), the website for Drum Café. Review the video.

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 videos of the training at <http://www.youtube.com/watch?v=u6akX9THcrg>  
<http://www.youtube.com/watch?v=VVQefr0bMNo>

After you have read the team training article and reviewed the websites and videos be answer the following questions for each:

What specific types of skills do you believe this type of training can improve?

What should be done to insure transfer of training occurs?

Although we haven’t yet discussed evaluation how would you recommend evaluating the effectiveness of this program?

#### Class Activity: On-the-Job Training

Prepare to be an on-the job trainer! See Application Assignment #3 on pages 324-325 in Noe.

**Class 11: November 8**

***Sunpharma Case Question Set 3: Learning, Transfer of Training, Training Methods***

Subpharma wants to develop a learning system that enhances the attraction and retention, of pharmacists, aligns with the business strategy, and helps the company attain its goals.

1. What training methods do you recommend Linda should propose to the CEO? Provide a rationale for your recommendations.
2. Does the organization foster learning? Transfer of training?, Knowledge Sharing? Explain how. Provide Sunpharma with recommendations for improving in these areas. Explain the rationale for your recommendations.

**Class 12: November 15**  
***Evaluating and Demonstrating the Value of Learning***

Noe, Chapter 6

Class Discussion: What are the key “takeaways” from each of the articles below?

S. Gale, “Chasing the Analytics Dream”, *Chief Learning Officer* (September 2015): 44-47.

T. Wik, “How to Run Learning Like a Business”, *Chief Learning Officer* (June 2014): 48-60.

R. Tolzman, “New Learning Analytics for the New Workplace”, *T+D* (February 2012): 44-47.

P. Galagan, “Measure for Measure”, *T+D* (May 2011): 28-30.

G. Pease & B. Beresford, “Big Data Drives Not-for-Profit Performance”, *T+D* (June 2013): 22-24.

J. Dearborn, “Big Data: A Quick Start Guide for Learning Practitioners”, *T+D* (May 2014): 52-57.

*Discussion Leaders: Evaluation*

J. Kirkpatrick & W. Kirkpatrick, “Creating a Post-Training Evaluation Plan”, *T+D* (June 2013): 26-28.

J. Phillips, P. Phillips, & R. Ray, “Derive Hard Numbers From Soft Skills”, *TD* (September 2015): 54-59.

J. Brill, “Logic Model Guides Agencies in Evaluating Training Program Effectiveness”, *TD* (June 2016): 43-47.

A. Beninghof, “How’s My Training”, *TD* (January 2015): 28-31.

C. Wick & M. Papay, “Feasting on Achievement”, *T+D* (January 2013): 56-60.

M. Derven, “Building a Strategic Approach to Learning Evaluation”, *T+D* (November 2012): 54-57.

**Class 13: November 22**

### ***Sunpharma Case Discussion 4: Evaluation***

1. Propose a system for evaluating the programs (training methods) and recommendations you provided in Case Discussion 3.
2. Provide recommendations regarding “big data” they should collect to show the value of training and learning.

Provide a rationale for your evaluation system and “big data”. Make sure it is realistic.

## **Class 14: November 29**

### ***Development: Development Plans & Activities, Careers, Succession Planning***

Noe, Chapter 9 and pages 468-473 in Chapter 10

#### *Individual Development Plans (IDP)*

P. Asinof, "IDPs: Talent Development's Superglue", *TD* (January 2016): 42-47.

#### *Job Challenges/Job Experiences*

M. Weinstein, "Paths to Success: Responsibility vs. Promotion", *training* (July/August 2014): 52-54.

L. Freifeld, "Leadership Leaders", *training* (May/June 2014): 32-36.

K. Everson, "Dow Chemical's New Formula for Global Leaders" *Chief Learning Officer* (April 2015): 42-29

M. Teeley, "Raytheon Challenges High-Tech Talent", *training* (May/June 2014): 12-13.

#### *Relationships*

S. Gale. "The Power of Sponsorship at Gore" *Chief Learning Officer* (June 2015):56-61.

K. Everson, "Life After Mentorship", *Chief Learning Officer* (June 2015): 52-55.

K. Tyler, "Calling in a Coach", *HR Magazine*, (September 2014): 54-58.

B. Hassell, "Create Mentorships, Not Minions", *Chief Learning Officer* (May 2016): 30-33.

S. Gale, "Mentoring is a Two-Way Street at Ford, *Chief Learning Officer* (August 2016): 48-49.

#### *Career Development*

B. Larson, "Custom Careers", *HR Magazine* (June 2013): 54-56.

M. Derven, "From Career Conversations to Deliberate Action", *TD* (February 2015): 62-67.

K. Kuehner-Herbert, "Career Advice Key to Post-Growth Development", *Chief Learning Officer* (November 2014): 50-51, 56.

S. Bailey, "Let's Get Lateral", *Chief Learning Officer* (November 2015): 41-43.

### Class Discussion: Developing Leadership, Career Paths

What do these articles emphasize for developing leadership and talent?

What is a career path? 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? How would you identify a career path problem? How would you develop a career path?

#### *Discussion Leaders: Succession Planning*

J. Grenzer, "Succession Planning", *training* (May/June 2014): 74-75.

C. Atwood, "Implementing Your Succession Plan", *T+D*, (November 2007): 54-58.

G. Wolfe, J. Talaga, & L. Bernard, "A Matter of Transparency", *T+D* (June 2009): 64-67.

"Should You Tell Employees They're Part of a Succession Plan", *HR Magazine* (January/February 2015): 26-27.



**Class 15: December 6**  
***Sunpharma Case Discussion 5: Developing the Pharmacists***  
***Final Exam Review***

Sunpharma would like to use mentoring to help improve the customer service skills of the pharmacists and store staff.

1. Design a mentoring program for Sunpharma. Describe the program, include a supporting rationale for its features, and provide your recommendations for insuring its effectiveness.

**Final Exam: 6:15-9:30 PM Tuesday, December 13<sup>th</sup> (Tentative)**

