

BUS-MHR 7314
Designing Learning Systems
Autumn 2017
Tuesday 6:15-9:30PM
305 Gerlach Hall

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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. Explain how learning can help companies gain a competitive advantage and be able to link learning activities to business strategy.
2. Explain 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 insure 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. Develop a strategy to enhance knowledge sharing.
9. Design an instructional and work environment to maximize learning.
10. Choose appropriate outcomes and evaluation design to determine learning effectiveness.
11. Explain 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, 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

Book: 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). The case can be purchased at <https://hbr.org/store>.

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. You can access the articles through the OSU Libraries website at <http://library.osu.edu/find/databases> by clicking on the online journals list and entering the name of the journal or magazine. Wall Street Journal articles can be found by searching <http://guides.osu.edu/newspapers>. Access to the readings is also available through searching 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	10 points
Question Set 3	10 points
Training Team Project	80 points
Paper (40 points)	
Team Presentation (20 points)	

Peer Evaluation of Your Participation in Team (20 points)	
Course Contribution	40 points
TOTAL POSSIBLE POINTS	250 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 discussion questions based on videos, readings, and activities you will need to prepare to discuss during class. 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. Legitimate reasons include illness, family issues, work travel, and interviews. Please contact me in advance if you have to miss class.

How do I evaluate class participation? After each class I note the quantity and quality of your class participation. Your points will be based on my overall assessment of your participation throughout the entire class. If you are actively participating every class you will get close to or all 40 points. Although class participation is easiest to measure for students who speak in class and contribute to discussions, I also consider those who are clearly following the conversation, building on others comments, and trying to enter into the discussion. This means that if you are “checked out” during class, for example, texting or tweeting friends, checking ESPN, watching cat videos, or looking at pictures posted on your friends or family Facebook you will lower your participation points. If you don’t regularly participate in class, you will not receive all of the possible points. Students who never participate in class but attend all classes will likely end up with about 20 points or less. At the end of the class I will ask you to provide a self-assessment of your class participation. To help you evaluate and monitor your level of class participation throughout the course I strongly encourage you to complete the participation log found on Carmen after each class. This will help you monitor your level of participation throughout the course and support your self-assessment of your class

participation points which I will ask you to provide at the end of the course. I will compare your self-assessment to my own assessment in determining your participation points.

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. **I encourage you to work with at least one other student (not more than groups of three) on the presentation and case questions.** For each set of three case questions, you should prepare a PowerPoint presentation of **no more than 5 slides** summarizing your answers to the questions. The presentation should be on a flash drive and brought to class. I will randomly call on students to lead the discussion of one or more case questions and/or identify major issues in the case. **A printed copy of the PowerPoint slides in handout format should be turned in the night the case questions are discussed in class.**

Training Team Project

The purpose of the training team project is for you to hone your skills in designing training. Students will be assigned to teams. Each team will provide a paper and give a presentation to the class. Teams are responsible for choosing a behavior/skill/topic/competency to focus on. Examples of potential topics include safety training, sexual harassment training, how to give feedback, how to coach an employee etc. Please identify your topic and get my approval and suggestions before you start on the project. Also, it is important to provide a context (company, job/position) for the training. Ideally, the organization and job/position should be based on one of the team member's practicum experience, a current job a team member or family member or friend holds, or team members' knowledge of a job/position where they work. The point is for each team to focus on an actual job/position within a company. The length of the training is up to you. Your training should focus on a module or course not a training curriculum.

What should the content of the paper focus on? First, the paper should describe the company and the job/position that will receive the training. Next, the paper should discuss the process you would use for designing the training (the instructional design process). Specifically, the paper should address how the needs assessment would be conducted, your recommendations for insuring readiness for training, the choice and rationale for the training method (or combination of methods) recommended (how and why it will facilitate learning), steps you will take to insure transfer of training, and how the proposed training should be evaluated. The recommendations provided for each phase of the instructional design process should be realistic, i.e., they could actually be implemented for the job and company, and a supporting rationale provided. Also, each team should provide examples of any materials you would use for training and in support of the training program. This may include, but not be limited to, websites,

videos, checklists, action plans, instructor and/or participant manuals etc. There is no length requirement for the paper.

During the presentation each team will have 10 to 15 minutes, depending on the number of teams, to share with the class an overview of the training they developed and an executive summary of the recommended steps to insure employees' readiness for training and transfer of training.

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th 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 22

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

Noe, Chapter 1

M. Ho, "Investment in Learning Increases for 4th Straight Year" *T+D*, (November 2016): 31-35.

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

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

C. Hymowitz, "Training Day", *Bloomberg Businessweek* (March 20-March 26, 2017): 18-19.

T. Tauber, "3 Myths about Workplace Learning", *Chief Learning Officer* (November/December 2016): 64-68.

E. Biech, "The 90% Solution", *TD* (December 2016): 58-63.

Discussion Questions:

Based on Chapter 1 in Noe and the articles, prepare to discuss the following questions:

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?

Why are organizations focusing on "learning" rather than just "training"?

What's the relationship between learning, training, informal learning, knowledge management, and performance?

Are the ISD or ADDIE models of learning design obsolete in today's workplace? Explain.

Class 2: August 29
Strategic Training and Organization of the Training Function

Noe, Chapter 2

A. Landers, "Do You Know How to Create an Actionable Learning Strategy?", *Chief Learning Officer* (April 2017): 45–47, 57.

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

A. Burjek, "To Outsource or Not to Outsource", *Chief Learning Officer* (August 2016): 34-38.

Discussion Questions for 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); S. Bates, "Giving Employees a License to Learn", *HR Magazine* (May 2016): 54-56. Review the website for Jiffy Lube at 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?

Discussion Questions for Organization of the Training/Function

Go to www.mcdonalds.com. Under "About Us", review "Our History" and "Values in Action". Under "Careers" review the information provided about education opportunities. Watch the YouTube videos about Hamburger University at <https://www.youtube.com/watch?v=g9nehPueARc> and <https://www.youtube.com/watch?v=sICEmBpAPq0>. Read S. Sipek, "Deloitte Leads From the Front", *Chief Learning Officer* (June 2015): 42-43. Watch the YouTube video about Deloitte University at <https://www.youtube.com/watch?v=VnEGnK0IGEE>

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

Class 3: September 5

Needs Assessment: Organization Analysis, Task Analysis, Person Analysis

Noe, Chapter 3

- 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.
- J. Murray, "Get to the Root of the Problem", *TD* (February 2017): 26,27,29.
- 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.
- 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.

Discussion Questions

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. Is "rapid" needs assessment" different than "traditional" needs assessment? If so, why and how does it differ?
4. 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?

Class 4: September 12

Sunpharma Case Questions Set 1: Strategy & Needs Assessment

Case Questions:

1. What is Sunpharma's business strategy? What are its implications for learning/training/development?
2. 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).
3. What are the knowledge and skill gaps that should be the training focus?

Class 5: September 19

Learning

- 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.
P. Shank, "Self-Sufficient Learners Make Successful Workers", *TD* (April 2017): 42-46.
B. Stern & J. Burns, "5 Ways to Crush the Forgetting Curve", *Chief Learning Officer* (July 2016): 42-45, 52.
B. Hassell, "Your Brain on Learning", *Chief Learning Officer* (April 2017): 30-33, 56.
P. Leone & R. Pinkston, "Practice Makes Perfect", *TD* (May 2017): 62-63.

Microlearning

- A. Paul, "Microlearning 101", *HR Magazine* (May 2016): 36-42.
C. Torgerson, "Bit by Bit", *TD* (November 2016): 26-29.
A. Fox, "Microlearning for Effective Performance Management", *TD* (April 2016): 116-117.
L. Drennan, "An Agile Construct for Learning", *TD* (August 2016): 38-43.

Discussion Questions:

1. Does microlearning represent the future of training? Why? What are the key characteristics of effective microlearning?
2. Assume you were going to conduct training on safe work practices (e.g., how to use a forklift, climb a ladder, etc.). How should the points made in both sets of articles (learning and microlearning) influence how you would design and conduct the training?

Class 6: September 26

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

Noe, Chapters 4 & 5

Discussion Question

Read the articles below. Prepare to discuss each article's implications for instruction and/or training design.

Vendors

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

Training Site

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

Trainee Considerations

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

G. Bonanno, "Customizing Training for International Audiences" *TD* (April 2016): 28-31.

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

J. Funt, "Making Space for Training Initiatives", *TD* (April 2016): 110-112.

Design and Content Considerations

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

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.
- D. Defilippo & L. Shapiro, "A Day in the Life of a Learning Objective", *Chief Learning Officer* (October 2016): 49-53.

Identifying and Training Trainers

- G. Owen-Boger & D. Ludwig, "Dual Role", *T+D*, (April 2016): 32-36.
- N. Germond, "Off to a Good Start: Tips for New Trainers", *T+D* (February 2015): 28-31.
- M. Weinstein, "Leaders vs. Trainers", *training* (May/June 2015): 42-45.
- C. Van Daele, "Beyond tech pro to tech trainer", *TD* (April 2017): 104-105.
- H. Lechner, K. Zavaleta, & A. Shinde, "Preparing subject matter experts to teach", *TD* (June 2017): 68-69.

Discussion Question

If you were asked to conduct a half-day "train the trainer" program what topics would you cover? Why?

Class 7: October 3

Transfer of Training & Knowledge Sharing/Management

Noe Chapters 4 & 5

Facilitating Learning and Transfer of Training

Discussion Question:

Read the articles below. What are their implications for designing effective training programs and creating a learning culture?

- 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.
- F. Kalman, "Taking Control of On-the-job Learning", *Chief Learning Office*, (August 2014): 49-54.
- C. Lombardo, "Cultivating Valuable Learning Environments", *TD* (January 2016): 54-58.

Knowledge Sharing & Knowledge Management

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

Watch the video of a mining community of practice at <https://www.youtube.com/watch?v=YgGAJeXbIFM>

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

Discussion Question

Is knowledge sharing important? Why? If a manager asked you for your suggestions on how to facilitate knowledge sharing among a group of engineers what would you tell her? What tools could they use?

Class 8: October 17

Training Methods I: Learning and Training Technologies: Virtual Classrooms, MOOCs, e-learning, Blended Learning, Social Learning

Readings and Activities

Noe, Chapter 8

Virtual Training/Virtual Classrooms

- J. Marshall, "Almost as Good as the Real Thing", *Chief Learning Officer* (March 2017): 43-45, 60.
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=T-BC6SXkVmw>

Discussion Questions:

1. What conditions are conducive to the use of virtual classrooms for training?
2. What features should virtual classrooms include to avoid the problems plaguing traditional instructor-led face-to-face training that involves lecture?

Massive Open Online Courses (MOOCs)

L. Walsh, "Bring MOOCs Back to Life", *Chief Learning Officer* (February 2015): 26-29, 47
I. Urman, "Make the Most of MOOCs", *training* (March/April 2017): 14.

Watch the video about Udacity & ATT MOOC Partnership at
<https://www.youtube.com/watch?v=lmzJ8mmHbWw>

Discussion Question:

What are the strengths and potential weaknesses of virtual training and MOOCs from the company's perspective? The learner's/employee's perspective?

Social Learning

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

Watch how TELUS using social learning at
<https://www.youtube.com/watch?v=kdaDD82geNo>

Discussion Question:

How can social media contribute to the effectiveness of each of the following: learning in a formal training course or program? informal learning? Identify any potential disadvantages of using social media for learning and explain them.

E-learning, On-line learning, Blended learning

J. Bergmann & A. Samms, "Flipped Learning: Maximizing Face Time", *T+D* (February 2014): 28-31.
R. Collins, "Accelerate Expertise With Scenario-Based E-Learning", *TD* (August 2016): 51-55.

Review this example of e-learning: Watch
[http://www.newbarista.com/#!lightbox\[default\]/0/](http://www.newbarista.com/#!lightbox[default]/0/)

Discussion Question:

What advantages does a blended learning or flipped learning approach provide over relying only on e-learning or online learning?

Class 9: October 24

Training Methods II: Learning and Training Technologies: Simulation, Virtual Reality, Serious Games, Mobile Learning, Performance Support (Wearables & Expert Systems)

Mobile Learning

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

Watch Vodafone's use of mobile learning at

<https://www.youtube.com/watch?v=MPnENqchVDk>, "Why iPads – This is Brand Education" at https://www.youtube.com/watch?v=gmU_7QYgoPg, and "The Challenges of Training at Chipotle" <https://www.youtube.com/watch?v=pQbiJNZ5Xig>

Serious Games

K. Kapp & S. Boller, "Game Time", *TD* (January 2017): 36-41.

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

Review examples of serious game at <https://www.youtube.com/watch?v=ZGhKPlq8sY0> and <https://www.youtube.com/watch?v=AC2lqrHsx8I>

Virtual Reality

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

B. Morris, "Real World is Finding New Uses for Virtual Reality", *Wall Street Journal* (June 6, 2017): B4.

Watch https://www.youtube.com/watch?v=G63_a6KckNM&t=15s a virtual reality training preview for Honeygrow.

Simulations

Watch videos of medical simulations at

<https://www.youtube.com/watch?v=1nsWRlik97U>" and <https://www.youtube.com/watch?v=NUKWfbzcyoU> and see an example of a business simulation at <https://www.youtube.com/watch?v=LCgzRbzpgDE>.

Performance Support: Wearables, Expert Systems, Artificial Intelligence (AI)

S. Gale, "Ready or Not, The Future is Now", *Chief Learning Officer* (March 2017):20-21.

K. Rockwood, "The University of You", *HR Magazine* (May 2017): 38-44.

Watch the video about IBM Watson at
https://www.youtube.com/watch?v=ZPXCf5e1_HI

Watch the videos about wearables in the energy industry and healthcare at
<https://www.youtube.com/watch?v=lkH88TTgt6A> and
<https://www.youtube.com/watch?v=jnEdasIPtEg>

Discussion Questions

1. What type of content is best suited for mobile learning? What's the relationship between mobile learning and microlearning?
2. Can wearables substitute for training? Explain. What are their advantages from a learning perspective?
3. What features of serious games help facilitate learning and transfer of training?
4. What are the advantages and disadvantages of simulations for learning?
5. How does AI support the idea of personalized learning?

Class 10: October 31

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

Readings and Activities

Noe, Chapter 7

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:

L. Schroeder, "The New Face of Apprenticeships", *Chief Learning Officer* (August 2016): 44-47.

Watch <https://www.youtube.com/watch?v=M26pUS3wyJk>

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

Discussion Questions and In-Class Activities (On-the-Job Training & Team Training):

1. Prepare for your role as a trainer by reviewing Application Assignment #3 on pages 324-325- in the textbook and reading J. Hoover, "TIPS for Training", *training* (March/April 2017): 12-13.
2. Team training and team building activities are popular ways company's try to teach team work skills and develop cohesive teams. Read R. Greenfield, "Startup vs. Wild", *Bloomberg Businessweek* (December 7, 2015): 99-101 which discusses wilderness training. Go to 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 these type of training improve?
 2. What should be done to insure learning and transfer of training occurs?
 3. What are the potential disadvantages of these type of training?
 4. Although we haven't yet discussed evaluation what recommendations would you have for evaluating the effectiveness of the Pit program?

Class 11: November 7

Sunpharma Case Question Set 2: 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 14

Evaluating and Demonstrating the Value of Learning: Kirkpatrick's Model, Learning Analytics, and Big Data

Noe, Chapter 6

Traditional Evaluation: Kirkpatrick's Model and Other Considerations

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.

C. Leaman, "Measuring What Matters Most in Your Training", *TD* (March 2016): 76-77.

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.

Discussion Question

If your boss asked you for your recommendations about how to design an evaluation strategy for a training program what would you tell them?

Improving "Smile Sheets", aka "Reaction Measures"

A. Benninghof, "How's My Training", *TD* (January 2015): 28-31.

W. Thalheimer, "The Importance of Updating Your Smile Sheet", *training* (November/December 2016):12-13.

Discussion Question

Are reaction measures useful for training evaluation? Why? Write five items that you would recommend including on a reaction measure or "smile sheet". Be prepared to provide a rationale for your items.

The New Frontier in Evaluation: Analytics and Big Data

Discussion Question

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.

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.

D. Bushee, "Analyze This", *TD* (March 2017): 28-29.

Class 13: November 21
Sunpharma Case Question Set 3: Evaluation

1. Propose a realistic system for evaluating the programs (training methods) based on the recommendations you provided in Case Question Set 2 (Learning, Transfer of Training, Training Methods). Provide a supporting rationale.
2. Provide recommendations regarding "big data" they could realistically collect to help demonstrate the value of training and learning. Provide a supporting rationale.

Class 14: November 28
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.

Watch "NCDOT Employee Training and Development Plan" at
<https://www.youtube.com/watch?v=yKFta1zfC8o>

Discussion Question

What are the key components of an IDP? What are some of the reasons that IDPs might not result in employee development?

Job Challenges/Job Experiences

M. Paese, "Permission to Fail", *TD* (July 2017): 56-61.

K. Everson, "Dow Chemical's New Formula for Global Leaders" *Chief Learning Officer* (April 2015): 42-29. Watch "Dow Chemical Leadership in Action" at
<https://www.youtube.com/watch?v=7OGiigsuSE4>

Discussion Question

What are the implications of these articles for using job experiences for development?

Mentoring

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

- B. Hassell, "Create Mentorships, Not Minions", *Chief Learning Officer* (May 2016): 30-33.
T. Lytle, "Putting Mentoring in Reverse", *HR Magazine* (May 2017): 46-51.
S. Gale, "Mentoring in the Cloud at Cardinal Health", *Chief Learning Officer* (September 2016): 50, 52.

Discussion Question

Everyone wants a mentor but in many cases formal mentoring programs are ineffective. What recommendations do these articles provide for helping to improve the effectiveness of formal mentoring programs?

Career Development

- D. Johnson, "Align Workforce Development to Career Management", *Chief Learning Officer* (May 2017): 58-59.
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. Watch the video on Genentech's approach to careers at <https://www.youtube.com/watch?v=CiROpwVurW0>
S. Bailey, "Let's Get Lateral", *Chief Learning Officer* (November 2015): 41-43.

Discussion Questions

1. What do these articles emphasize for developing leadership and talent?
2. 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?
3. How would you identify a career path problem? How would you develop a career path?

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.

Discussion Question

What's your position on the transparency of succession planning? Should it be transparent or not? What are the strengths and weaknesses of your position?

Class 15: December 5
Team Project Presentations

Final Exam: 6:15-9:30 PM Tuesday, December 12th (Tentative)