

UNIVERSITY OF LA VERNE | CBPM
Bachelor of Science in Organizational Management Program



MGMT 426: Training & Development

PREREQUISITE: Completion of MGMT 300 Principles of Management

*With employee training, the goal is not just to develop new competencies;
... the goal is to use them*

Raymond Noe

INSTRUCTOR

Dr. Teresa Martinelli
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OFFICE HOURS

By appointment via WebEx, Skype, or Google Talk | Best way to contact instructor is email

LOCATION & TIME

September 23-December 8
La Verne Online [LVO]

CBPM | BSOM
Fall 2019 |
CRN 1070 & 1147

COURSE MATERIALS:

Noe, R. (2017). *Employee training & development* (7th ed.). New York, NY: McGraw-Hill Education. ISBN: 978-0-07-811285-0



► Additional readings may be posted on Blackboard during the term.

ADDITIONAL REFERENCE SOURCES:

Furjanic, S. (Sheila). (2000). *Turning training into learning: How to design and deliver programs that get results*. New York, NY: AMACOM.

Goldstein, I. L, & Ford, J. K. (2002) *Training in organizations* (any edition). Belmont, CA: Wadsworth.

Kraiger, K (Kurt). (2003). *Creating, implementing, and managing effective training and development*. San Francisco, CA: Jossey-Bass.

Phillips, J. (Jack). (2002). *How to measure training results: A practical guide to tracking the six key indicators*. San Francisco, CA: McGraw-Hill.

Silberman, M. (Mel). (2015). *Active training: A handbook of techniques, designs, case examples, and tips*. (any edition). San Francisco, CA: Pfeiffer. ISBN: 9781118972014

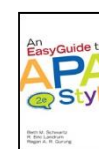
Werner, J. M., & DeSimone, R. L. (2012). *Human resource development* (6th ed.). Cincinnati, OH: South-Western/Cengage Learning.

WRITING AND APA SOURCES:

Hayes, M. L. (1999). *Encouraging words: A source book of words and phrases for dissertation and report writing*. Silver Springs, MD: The Beckham Publications Group, Inc. (available from <http://www.beckhamhouse.com/> and Amazon [note free for Kindle users]). (This resource is **VERY HIGHLY RECOMMENDED**)



Schwartz, B. M, Landrum, R. E., & Gurung, R. A. (2014). *An easy guide to APA style*. Thousand Oaks, CA: Sage. (or any edition)



WEBSITES

In addition to the required course text the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well.

Note Web site addresses are subject to change.

Site Name	Website URL/Address
American Society for Training and Development	www.astd.org
APUS Online Library	http://apus.campusguides.com/index.php
ATD Association for Talent Development	https://www.td.org/
Society for Human Resource Management	www.shrm.org
World at Work	www.worldatwork.org
Workforce Management	www.workforce.com

COURSE DESCRIPTION:

In today's emerging and competitive global economy, only those organizations dedicated to continuous learning are expected to grow and thrive. This course provides students with an overview of the roles of training and development (T&D) in human resource management. Theoretical foundations and practical issues involved in employee T&D in business [profit and nonprofit] organizations are explored.

This course is an examination of individual and organizational strategies designed to stimulate creative approaches to learning in organizations and will facilitate an understanding of individual development from both an organizational and personal perspective.

Major topics include identifying training and development needs through needs-assessments, analyzing jobs and tasks to determine training and development objectives. Such a process includes learning, designing, and evaluating the effectiveness of a variety of T&D programs. In so doing, course requirements will include designing a needs-assessment/analysis and a training evaluation program.

LEARNING OBJECTIVES/GOALS:

Enhance students' understanding of the following:

- Understand the effect and use of technology on the field of training today.
- Learn to use appropriate technology to research and develop an effective needs-assessment.
- Describe theories and principles of training and development and by what means individuals learn and can apply that learning to change their behavior.
- Effect of training and development on employee performance, performance management, and the effect of training professionals.
- Be able to develop an appropriate training strategy for today's organization – using both onsite classroom and distance learning technologies.
- Recognize the importance of competent, persuasive, and effective communication in training and development
- To understand and be able to use appropriate training software packages.
- Describe different approaches to training and development and be able to identify which ones are most useful for which kinds of knowledge, skills, abilities, or attitudes.

LEARNING COMPETENCES:

By the end of this course, each student will be able to:

- Identify and plan appropriate training solutions to individual or group performance gaps
- Understand by what method to conduct training needs analyses, identify gaps, and design training processes to address those gaps
- Describe processes for assessing training needs
- Design meaningful training and development processes using adult learning principles
- Ascertain by what method to design and implement training and development processes to enhance the effectiveness of individuals, teams, and organizations.
- Plan procedures to evaluate training success



TECHNOLOGY REQUIREMENTS:

You must have regular access to a computer with Internet access (broadband recommended). The final assignments must be submitted in Word and PowerPoint or the equivalent (e.g. Google products). Most parts of Blackboard (Bb) work best using Google Chrome OR Mozilla Firefox (free download at <https://www.mozilla.org/en-US/firefox/new/?scene=2#download-fx>).

When planning the submission of assignments and posting on the discussion board, please keep in mind that some workplace firewalls prevent access to Blackboard. If you are unfamiliar with Blackboard, there is a "help" button and links to short YouTube videos (under "student resources" tab at the top of the screen) that demonstrate different skills needed for this course (such as posting on the Discussion Board, posting assignments, and accessing the gradebook).

The Blackboard helpdesk can be reached at bbhelp@laverne.edu or 909-448-4089.

CHARACTERISTICS OF EFFECTIVE ONLINE LEARNER

- ✧ I am a self-motivated and self-disciplined individual.
- ✧ I can work independently with little direction.
- ✧ I have good time-management skills that allow me to schedule specific times throughout a week to work on my online course.
- ✧ I can effectively communicate any questions or concerns to my instructor.
- ✧ I am comfortable expressing myself in writing using grammatically correct, written statements and/or essays.
- ✧ I am not a procrastinator. I like to get things done today and not tomorrow.
- ✧ I will not miss the face-to-face interaction with my instructor and classmates.
- ✧ I do not give up easily, even when confronted with obstacles.
- ✧ I am comfortable spending five plus hours each week on a course to review course lectures/videos, complete course assignment, participate in chats and threaded discussions, etc.
- ✧ I agree that online courses can be more challenging than face-to-face classes.
- ✧ I consider myself an average to above-average reader.
- ✧ I have basic computer skills and can use word processing software, download software, install software, use a web browser, etc.
- ✧ I have access to a computer that is connected to the Internet and have a backup plan if something happens to my computer.
- ✧ I am comfortable in a "virtual environment" - email, sending attachments, threaded discussions, chat rooms, etc.

https://www.fairmontstate.edu/academics/distancelearning/successful_student.asp

Modification to this syllabus may be made at any time at the discretion of the professor.

"In a culture of discipline, people do not have jobs; they have responsibilities."

—Jim Collins

EXPECTATIONS OF FACULTY

Faculty will be available to meet with students as needed via web-chat (WebEx or other). Weekly course learnings will be designed to meet the needs of enrolled students. Faculty will create an open, stimulating environment for the exchange of ideas and for questioning the underlying assumptions of ideas. In particular, instructor will support and promote a free exchange of ideas.

Additionally, Faculty/instructor will be available to answer questions and provide guidance. Availability includes virtual presence as well as maximizing the use of standard communications including email, WebEx, text, and phone. The goal of instructor is to return reviewed and graded material/assignments to the students, with comments and suggestions within fourteen days [two weeks] of submission –which will be online.


EXPECTATIONS AND REQUIREMENTS OF STUDENTS

Successful completion of the course requires timely submission of assignment components. Students should submit all assignments for review only after student has completely proofread and checked for grammatical and other errors. If needed, students can work with a tutor who can assist with the writing quality. The primary reason for review by the instructor is to provide guidance on the content of the concepts, the analysis, theory, methodology, needs-assessment, and/or quality conclusions. Student is accountable for submission of well-written work in proper APA format. Guidelines will be given to students to organize and write each assignment.

Students are responsible for ensuring that assignments as submitted meet academic standards for senior-level quality work. Use the APA style manual or similar sources to verify that the work includes correct formatting and proper presentation of quotations as well as excellence in proofreading, grammar, spelling, and punctuation.

Written work must meet the standards of the ULV Excellence in Writing Committee. Writing coaches are available, by appointment, through the ULV Academic Success Center (ASC) visit <https://laverne.edu/asc/>. The ASC also provides online appointments and services: <https://laverne.mywconline.com/>. Course faculty may refer students to the writing coaches; seeking such support is both appropriate and necessary at times for all writers, in both academic and professional settings. Students find this to be extremely resourceful rather than a pejorative action.

EXPECTATIONS OF EVERYONE

Faculty and students  together are responsible for creating and sustaining a safe environment that facilitates learning, openness, personal growth, and mutual trust and respect.

ACADEMIC INTEGRITY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by the Instructor, students are expected to maintain the following standards of integrity

- All exams (if any), papers, oral and written assignments, presentations/recitations, and all other academic efforts are to be the work of the student presenting the material.
- Academic dishonesty (e.g., cheating, fabrication, and plagiarism) will NOT be tolerated in this course. Any use of wording, ideas, or findings of other persons, writers, or research requires the explicit citation of the source. Use of exact wording requires a “quotation” format with accompanying page number as in (Author(s), year, p. ##).
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.
- Instances of plagiarism or cheating may result in an “F” for the course as well as further disciplinary action in accordance with the University policy. For further information about the University policy on Academic Honesty, please refer to current University of La Verne online catalog.

If plagiarism occurs, it can result in resubmitting the paper for a lower grade, a zero on the paper, failing the class, or expulsion from the university depending on the severity and if plagiarism has occurred in other classes.

Plagiarism is a serious offense, and an illegal act. Failure to meet these standards for academic honesty will lead to course failure and may result in dismissal from the University. See ULV Catalog for details.

SafeAssign® will be made available in Blackboard so that students may check for possible plagiarism before turning in papers. All final papers will be checked for plagiarism through SafeAssign and other sites.



ATTENDANCE POLICY

If within the first week students do not log-into Blackboard, then – student will be dropped from course as per ULV policy. Neglecting to log-in into a weekly online session without notification to faculty, and without receiving an excused absence, or repeated instances of late assignment submissions, may result in denial of the opportunity to complete the course during the term. In such a case, either an IP grade or an NCR grade will be granted, depending on the quality and completeness of coursework.

Submitting work of less-than-graduate-level quality, or the need for further development and/or revision can also result in either an IP grade or an INC. grade. IP grades must be cleared, with all work completed at a satisfactory level, within one year. After that time, a student must register and pay tuition for continuing enrollment.

TITLE IX OFFICE- TITLE IX

The University of La Verne policies prohibit discrimination based on race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the ULV Employee Relations & Title IX. You also may make an anonymous report online <https://sites.laverne.edu/student-affairs/incident-report-wellness-referral-form/> or Students may also contact 909-448-4078 for confidential resource, advocacy, and other support.

SOCIAL JUSTICE REPORTING

Incident Report & Wellness Referral Form [INCIDENT REPORT](#). The Incident Report Form is available to any person wishing to report a) Suspected violation of the University or Housing policies; b) An incident of Sexual Misconduct as outlined by Title IX (i.e. sexual assault, relationship violence, stalking, etc.); and/or c) A disruptive community behavior or incident.

UNIVERSITY MISSION

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

Core Values of the University of La Verne

Ethical Reasoning

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity

The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.

Lifelong Learning

The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

Community and Civic Engagement

The University asserts a commitment to improving and enhancing local, regional, and global communities.

COURSE ASSIGNMENTS

Important: ALL written assignments must be submitted on Bb using Word or be converted to Word. If you are using Mac Pages or Google Docs, then please convert to Word prior to submission, as presently Bb cannot open such files. The same holds true for Slides similar to PowerPoint presentations.

DO NOT submit any assignment in PDF unless instructed to do so because standard track-changes cannot be used in a PDF document. Of these assignments, A STANDARD COVER PAGE is required. Moreover, when posting on Bb, do please identify your e-document with your Last name for example Smith_LitReveiw.docx

Photo or Avatar Bb Profile (1 point)

Identifying yourself with a photo or an avatar is important because doing so helps to build community on Bb. You have a choice either a photo or avatar as research in higher education and workplace training indicates such is becoming standard in e-learning forums.

Coming from the Sanskrit word for “incarnation in human form,” avatar is an application to help students introduce themselves, express their personalities behind the mask of an image rather than upload a personal photo. Instructions can be found in Week 1 Module on Bb. Even with rampant social media, some may be weary of photos thus the avatar is a most suitable replacement. But fear not, as Bb is simply used for educational content only.

DISCUSSION BOARD (DB): (8 X 5 points = 40)

Questions/interactive exercises will be posted. Each student must respond to the original question by **Thursday at 11:59 pm or sooner (PS/DT)**. Each student must also respond **to at least/minimum two (2) other student postings by Sunday 11:59 pm** or sooner (PS/DT) unless otherwise indicated. Thus, at minimum, a total of three (3) posting are required, however each is time sensitive.

Discussion Board postings will be graded on depth, insight, and the application of assigned readings. Responses to student postings should contribute to your learning by asking insightful questions or stating specifically why you agree/disagree. Postings such as “I agree” or “cool” alone are not acceptable. Although this is not an English class, it is an expectation that you write clearly, using senior-level language with correct spelling and grammar. Minimally, initial posts should be 200-250 words and response posts should be no less than 150 words (more words are highly encouraged).

Among other items the discussion boards will include:

Library Tutorial

This is a discussion blog assignment to be completed on Blackboard (Bb). View and complete Wilson Library online library tutorials with specific directions found on Bb. Be sure to take each quiz along the way, and then post on the Blackboard discussion blog what one research item did you learn that was most meaningful and helpful. Access the tutorial at <http://library.laverne.edu/tutorial/> or through Blackboard library tab.

Breaking Bread Cultural Field Activity

Breaking Bread: A Cross Cultural Activity: Students are required to participate in a field trip of their choice based on a list to be provided on Bb later in the term. The experience will seek to improve your learning, but also give valued practical experience to realize the theoretical and conceptual content of this course related primarily to the diversity of working with different people.

Secondly, the process will provide the opportunity to gather information, obtain varied perceptions, collect experiences and knowledge, and develop your own interpretations. Consequently, through the preparation you will be able to consider enhancement T&D proficiency having observed the field of your “indigenous” surroundings”. Details provided on Bb and will be further explained in class.

Case Video Presentation discussions

As per the schedule already set, student teams will present case video presentations and post link in the designated Db from which Q&A will take place that week. Presently, teams are scheduled across four weeks. Classmates will provide feedback and questions to each team as a form of collaborative engagement.

Self-Assessment Inventory

Utilizing the Db platform students will respond to structured questions based on video, completed questionnaires/Instruments, and other activities. Students will detail their opinion based on experiences and learnings from the textbook, videos, and/or assigned readings, ideally to reflect and align with your awareness and understanding of T&D realizations in organizations. Questionnaires/Instruments for this assignment may include among others one or more of the following:

- Learning Styles inventory
- MBTI
- VIA Survey of Character Strengths
- Left Brain-Right Brain
- Grit Survey

Case Video Presentations in Teams (15 points):

Already randomized student teams of 2 (may be more depending on course roster) will be assigned a case study from the Noe textbook, from which assigned teams will develop a 10-minute (maximum) video presentation that will be shared with the class via Db and that which will facilitate discussion.

This engagement and team efforts are important skills needed by training professionals. As such and depending on class size, you will work as part of a Team to develop a video based on the pre-assigned case study from the Noe textbook. Each team member must have a voice on the video, which can be live or digital if ADA accessible is needed.

The date of video presentation is as schedule (see Bb post first week and in Team tab). Please note the video must be posted by **6:00 pm the Monday, of the scheduled week per team**. The team video will provide the following:

- An Agenda that will provide an overview of the case as it relates to the corresponding chapter, key facts, and summary of learnings.
- Highlight 3 key concepts the team has deemed crucial/key to understanding the designated case
- Each case study has corresponding questions, ONE of which should be asked at the conclusion of the video so that the whole class can respond via the Discussion board forum.
- In the body of the video:
 - Illustrate and apply at least one key concept of emerging work-related T&D issue or challenge that an organization can encounter
 - Explain in terms of T&D what learning effectiveness took place in the case
 - Include in what way one T&D or HR related theory applies to any part of your discussion.
 - Close with a flavorful quote or concept that especially captured your attention. Cite source(s) as applicable.
 - No, a Reference list at end of the video is not required.
- This is a 10-minute maximum video presentation that **MUST BE** a video link (You Tube, Vimeo, or other); it should **NOT** be downloadable because not every computer can easily download videos; but everyone can view a link.
- Team producers can use PowerPoint, Prezi, or another similar format. *Be Creative*.
 - Bear in mind that this Presentation will be in-preparation for current and standard T&D practices in the business HR realm.

Career Development Paper (10 points)

This is an individual "virtual" Field Trip in which students take to heart their career goals and contact an HR department of choice specific to the T&D specialist if available. This virtual field assignment trip is

intended to make you more aware of the possibilities for seeking a career in the Human Resources (HR) arena.

- Given your discipline or focus as a future HR professional, you will explore career opportunities, define your potential in the field, and determine a plan of action for yourself.
- Likewise, you will attempt to interview a T&D or HR specialist via in-person visit, phone, email, and interview said specialist.
- Moreover, you will apply for at least one job-posting, which will be detailed/explained in the body of the paper.

Following details on Bb, this assignment will include “letting your fingers do the walking” by way of virtual maps and other navigation tools via the web.

- You will follow up with a report and develop your resume. You may also use the campus career center as a source for developing this assignment.
- The format for this assignment constitutes an APA formatted paper 2-3 pages in length (longer is acceptable), double spaced, Arial 11 –OR– Times New Roman 12-point, w/one-inch margins addressing specific components as detailed on Bb.
- PLEASE use the preferred CBPM cover page: See the template posted on Bb in Course Documents and please NO abstract.
- Your resume will be referenced in the body of the paper but will be set as an Appendix within the assignment not as a separate document.
- You are to use first person writing perspective.

Samples papers are posted on Bb.

T&D Consultancy Professionals Case Final Project (20 + 10 = 30 points):

This is a two (2) part Final Project, which will entail development of a needs-assessment of a real organization.

Team sizes will depend on number of students in the class. Student teams will be randomly assigned and formed the first week of the term

Think of yourselves as a Consultancy TEAM having been hired by an agency/organization for process or market improvement.

PART 1: TEAM CASE VIDEO PRESENTATION (20 points)

- Consultancy teams (C-Teams) will select an agency/organization to develop an Action Plan for a new training program –or-- improve upon an existing training program.
- C-Teams will conduct research, do some footwork, and develop a plan to which, if possible, will be presented to the selected organization near the end of term.
- Each C-Team will conduct a needs-assessment to “find the training gap” for their selected organization and corresponding proposed training program. This should include both an individual and a task analysis.
- Ideally, Teams will make clear in presentation and final paper what interview questions, questionnaires, etc. that were used in the assessment process to develop training program.
- Teams will develop specific training objectives based on assessment and any assumptions made.
- Develop a detailed Training Proposal (Project Action Plan) which should include some of these key variables:
 - Title and brief description of the program selected (traditional vs. tech-based training method)
 - Training objectives
 - Training methods to be used, and a rationale (justification) based on T&D/HR theory
 - Proposed instructors, and the reason for using said instructors
 - A tentative training outline/lesson plan
 - A tentative list and description of training materials needed
 - An evaluation plan (including both short- and long-term evaluation, where appropriate)

- C-Teams may need to obtain permission to visit selected organization and its corresponding HR department to determine a needs-assessment or develop innovative programs.
 - *Note:* The ULV HR department has already acquiesced collaboration with this class.
 - Other local organizations include Hillcrest, the City of La Verne, and Fairplex
 - But teams are not limited to these – any organization is open.
- Teams will design a company logo and identify team members to key C-suite members (i.e., CEO, COO, CIO, etc.).
- Each team member must have a voice on the video can be live or digital if ADA accessible is needed.
- The length of the video presentation should not exceed 15-18 minutes [for various reason]
- **Note the video must be posted by 6:00 pm the Monday, May 20 – this is Week 9 of the term**
- The expected outcome for this project is for students to develop state-of-the-art programs and receive viable hands-on T&D learning.
- Only one member of the team needs to submit presentation material for grading in the assigned portal

PART 2: TEAM CASE ACTION PLAN PAPER (10 points)

Student TEAMS are required to complete a TEAM case paper that analyzes concepts from the chosen topic of focus. The paper should analyze at least three concepts/areas as covered by the video presentation

The TEAM will determine which concepts of interest are enough to write about and whether the TEAM has enough knowledge about these aspects or components of the current chosen agency/organization so that the TEAM can apply them to the current case, condition, or situation at hand. The TEAM is encouraged to seek and cite additional scholarly sources to validate reasoning of discussion.

Criteria and Formatting for TEAM Paper

The TEAM paper should be 6-8 pages (double-spaced, Arial 11 -or-Times New Roman 12-point, one-inch margins) and should include a standard cover page and references and any associated items in the Appendices [the cover page and references do not count toward the required page count].

This paper requires a *minimum of 10 scholarly sources* [using non-scholarly sources would be in addition to this minimum count]. The paper should consist of these components:

Cover page: See the template posted on Bb in Course Documents **NO** abstract (**1 page**)

1. **Introduction:** this section should briefly introduce what the paper is about, the chosen organization/agency, condition of said agency/organization, any topics or concepts the TEAM will be discussing (**½ page**)
2. **Organizational Overview:** provide an overview, key strengths of, and challenges faced by the condition of the agency/organization. Identify the assessed condition the agency/organization finds itself in that requires T&D/HR improvement (**½ -1 pages**)
3. **Concept and Analysis** Ground your analysis in *applicable theory* or concepts learned via the textbook, or as presented in class, and cite your references. Describe and assess the current conditions of the chosen agency/organization to determine effectiveness and responsiveness or not (**½ -1 page**).
4. **Action Plan or Recommendation:** Given the designated conditions/consequence (this section should offer one (1) Action Plan/Recommendation the TEAM has developed as to just how the agency/organization can be improved or can improve upon the Training (**½ -1 page**).

- a. Recommendation(s) should be in terms of an action plan as to who, what, when, or how long the Recommendation is to be applied, executed, and/or implemented.
Think – If you were in charge in what way would, you fix the problem or issue?
5. **Conclusion:** a summary that provides the paper's focus and insights and leads to future study or explorations ($\frac{1}{2}$ page)

Reference page (1 page)

- Submission of work prepared by you for another class will not be accepted. Paper may be checked for plagiarism using standard university programs.
- The corresponding Team Case Paper is due and to be submitted via Bb by 11:59 pm of the **Final week of the term.**

Since teamwork is critical to the success of each Team project, students who do not collaborate or contribute their fair share to the total project (as evaluated by the instructor and their peers) risk having their grade lowered by one or (in extreme cases) two letter grades.

Teamwork is expected to accomplish assigned tasks. Changes in the groups will only be made in unusual circumstances (as determined by the instructor). Remember that with the use of WebEx, FaceTime, Duo, e-mail, file attachments, and Google docs among other communications methods, much work can be accomplished without team members being in the same place at the same time.

ATTENDANCE & PARTICIPATION (4 points):

This class is interactive, and its success is partially dependent on the participation of each student. Class participation equates to online-attendance, on-time completion, submission of assignments, and team participation. Participation is graded based on quality, depth, insight, and contribution to the learning of others. High quality participation involves knowing when to speak and when to listen or allow others to speak.

However, as per ULV policy, not logging into the course the first week may be cause for automatic withdrawal from the course. In the of repeated instances of late assignment submissions, may result in denial of the opportunity to complete the course during the term. In such a case, either an IP grade or an NCR grade may be granted, depending on the quality and completeness of coursework. Submitting work of less-than-higher education level quality, or the need for further development and/or revision can also result in an INC. grade.

LATE SUBMISSIONS on all assignments will automatically receive less five (-5) points deduction.

NO EXTRA CREDIT POINTS ARE OFFERED IN THIS COURSE

GRADING CRITERIA

Final credit/no credit will be determined by computation of the following

Assignment	Points
Photo or Avatar Bb Profile (1 point)	1
Discussion Boards other (4 x 5 = 20)	20
Discussion Board case video discussions (4x 5= 20)	20
Case Video Presentation in Teams	15
Career Development Paper (10 points)	10
T&D Consultancy Professionals Team Case <i>Video</i> Presentation	20
T&D Consultancy Professionals Team Case <i>Action Plan Paper</i>	10
Attendance & Participation	4
Total	100

GRADING SCALE: UNDERGRADUATE

	Scale	Clarification
A	94-100	Has unusually sharp insights into material; initiates thoughtful questions.
A-	90-93	Perceives many sides of an issue; Articulates well; writes clearly and logically.
B+	87-89	Grasps subject matter at a level considered "good to very good."
B	84-86	An active listener who participates in class discussion; Speaks and writes well
B-	80-83	Accomplishes more than the minimum requirements
C+	77-79	Demonstrates a satisfactory comprehension of the subject matter
C	74-76	Accomplishes the minimum requirements; Communicates orally and in writing at an acceptable college level
C-	70-73	Paper has a good understanding of all materials.
D+	66-69	Quality and quantity of work in and out of class is below average.
D	60-65	Quality and quantity of work in and out of class is far below average.
F	< 60	Quality and quantity of work in and out of the class is unacceptable.
W	—	Designates an official withdrawal from a course
WF	—	Designates an unofficial withdrawal from a course

- According to the current University of La Verne online catalog (Grading Policy –Undergraduate) - an A or A- "demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication."
- Assignments submitted late will receive less 5-points or a zero (unless prior arrangements have been made with instructor).
- Documents are to be submitted electronically to Blackboard and **must be identified with student's last name** followed by document title.
- A standard CBPM cover page is required for all electronic submissions
- Papers, citations, and References must be in APA format using 1" margins, Arial 11, or Times or Times New Roman 12-point font. (*Instructor prefers Arial 11 font*).

ASSESSMENT APPROACH:

Throughout the course, attention will be given to students' ability to demonstrate

- A thorough understanding of the complexities involved in contemporary organizational training and development programs;
- Professional and effective written skills, with the ability to present material in a succinct and logical fashion, using appropriate academic formatting for written work;
- A high degree of familiarity and understanding of course readings and information;
- Application of assigned material to organizational responsibilities
- Reasonable, respectful, responsible interaction, dialogue and views expressed by fellow students and the faculty.

The University-wide rubric for feedback on written work, developed by the Excellence in Writing Committee, will be the basis for grading all written work.

For this course, competency development will focus on the understanding of theories of organizational behaviors, their applicability, and personal growth management specifically linked to one's own practice of leadership in Training and Development programs.

WRITING RUBRIC: ORGANIZATION AND MECHANICS/LANGUAGE

	Assignments may be evaluated on the following basis	The mechanics of writing (grammar, spelling, punctuation, clarity, organization)
5	Nuanced, clear, and accurate applications of a wide range of concepts including reference to learning theories and rationale for decisions	Very clearly written; no mechanical errors, well organized and quite easy to read with appropriate headers
4	Generally accurate application of a solid range of concepts, with consistent rationale for decisions and reference to learning theories	Very few mechanical errors, well organized, using appropriate headers
3	Generally accurate application of a few concepts; some reference to rationale for decisions	Some mistakes in mechanics; well organized
2	Many errors in application of concepts; little attention to learning theories, and significant elements left out	Many mistakes in mechanics, reasonably-well organized
1	Minimal or no information provided	Consistently poor mechanics, disorganized

FINAL PROJECT AND PRESENTATION: Grading Rubric

Excellent	<ul style="list-style-type: none"> • Clearly shows the relevance of key T&D theories and concepts and how those impact individual, team, and organizational effectiveness. • Original ideas/concepts were integrated into the paper which clearly described the impact of training and development principles and processes as well as the importance of adult learning principles when designing interventions. • Identified and articulated specific improvements in the training and development processes and approaches that organizations need to make to improve their effectiveness. • Articulated the benefits for the individual and organization in implementing these improvements. • The T&D recommendations offered were well integrated and reflected understanding of the complexities of individual, team, and organizational dynamics.
Good	<ul style="list-style-type: none"> • All the materials that needed to be included in the project and presentation were referenced and analyzed appropriately. • T&D issues, concerns and challenges were presented clearly, and specific examples were given to show understanding of the theories and concepts discussed during the term. • Information was integrated from all available sources to support the analysis. • Recommendations were given to address the T&D needs to 8 of 8 facilitate the effectiveness of the individuals and teams impacted by the intervention.

Fair	<ul style="list-style-type: none"> • Some of the important T&D issues were identified but not clearly stated or discussed. • The linkage to concepts and theories was broadly described but specific examples and clear analysis of the issues and the impact on individuals, teams, and organizations were not given. • Only issues were presented, but key challenges were left unaddressed or discussed in a haphazard rather than systematic way. • The T&D and adult learning principles were not well integrated with theories and concepts discussed in class and in the readings.
Weak	<ul style="list-style-type: none"> • Project and presentation were superficial with no/few meaningful examples identified. • The impact of T&D practices and approaches on the individual, team and organization overall were not well thought out and integrated • No/few recommendations given to address the T&D issues identified.

OTHER COURSE POLICIES AND EXPECTATIONS

All class work should utilize APA formatting. An APA workshop PowerPoint is posted in the Course Documents button. Please refer to *An Easy Guide to APA style* or the *Publication Manual of American Psychological Association* (6th edition). Students are also encouraged to take the APA style tutorial at <http://www.apastyle.org/learn/tutorials/index.aspx>. Additional information can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Detailed instructions and grading rubrics for the assignments are available in Blackboard. *Late submission* of any form of course assignments (e.g., discussion posts, summaries, team assignments, and the final paper) **will receive less 5-points and if submitted with much lateness will not be accepted.**

COMPUTER/INFORMATION LITERACY

Basic information and computer literacy are required in one of the computer formats (Windows, Macintosh, or GNU/Linux). Students must have a ULV-mail account and be able to use Blackboard. Students must also be able to:

- ✓ Use a word processing program for writing assignments (e.g., Microsoft Word);
- ✓ Create a PowerPoint presentation;
- ✓ Choose appropriate library and other scholarly sources of information;
- ✓ Search for and find relevant scholarly information effectively through the internet; and
- ✓ Utilize and share relevant information without plagiarizing.

Hardware requirements include multimedia capable computer with Internet connection. Fast Internet connection such as broadband Internet (DSL, cable modem, etc.) is recommended.

Software requirements: Microsoft Word, Excel, and PowerPoint 2010 or newer; Adobe Acrobat; Web browsing software (e.g., Google Chrome, Firefox/Mozilla, Safari), antivirus program (e.g., Norton, McAfee, Windows Defender, Zone Alarm etc.).

For additional information about computing on campus, including tutorials, link to: <http://sites.laverne.edu/technology/>

STATEMENT ON DISABLED STUDENT SERVICES

ULV adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with temporary and permanent disabilities. All disclosures of disabilities will be kept strictly-confidential. No accommodation can be made unless you register with the Disabled Student Services (DSS) department. For information, call (909) 448-4441.



COMMUNICATIONS



The most efficient way to reach me is through the Course email tool or standard ULV email. I will respond as soon as I can (usually within 48 business hours). To ensure effective email communications, pay attention to appropriate email etiquette, such as including a meaningful subject line (indicating the course number, group number, assignment, etc.), opening your email with a greeting, signing off with your name, and using standard spelling, punctuation, and capitalization.

Students may also schedule appointments with the instructor for online meetings.

Students are responsible to check their university emails regularly as the instructor may communicate with students regarding class matters via ULV mail as well.

MODIFICATION to this syllabus may be made at any time at the discretion of the professor.

Course Schedule | Assignment Due-Date Sheet

#	Wk.	Topic	Reading	Team Case Video Presentations	Assignment
1.	9.23–29	• Strategic Training	(Ch 2) pp. 69-78	—◆◆◆—	Guest Librarian: via WebEx Due: Db1 Padlet Hey Yaw!
2.	9.30–10.6	• Assessing the Need for Training and the Participants	(Ch 3) pp.118-143	—◆◆◆—	Due: Db2 Library Tutorial Due: Photo/Avatar
3.	10.7–13	• The Learning Process	(Ch 4) pp.173-176	—◆◆◆—	Due: Db3 Breaking Bread Cultural Field Activity
4.	10.14–20	• Program Designing an Active Training Program	(Ch 5) pp. 204-234	Barajas-Garcia, Sonia Saravia, Raquel	Due: Db4 Due by Mon, 6:00 pm: Case Video Presentations
5.	10.21–27	• Training Evaluation	(Ch 6) pp.258-272	Castaneda, Marina Cerna, Pablo	Due: Db5 Due by Mon, 6:00 pm: Case Video Presentations
6.	10.29–11.3	• Traditional Training Methods	(Ch 7) pp. 296-319	Blehm, Matthew Rossi, Rafael	Due: Db6 Due by Mon, 6:00 pm: Case Video Presentations
7.	11.4–10	• Technology-Based Training Methods	(Ch 8) pp.340-364	Becker, Jeffrey Risse, Colleen	Due: Db7 Due by Mon, 6:00 pm: Case Video Presentation
8.	11.11–17	• Social Responsibility: Legal Issues	(Ch 10) pp. 444-459	—◆◆◆—	Due: Career Development paper No Db
9.	11.18–24	• Managing Diversity, and Career Challenges	(Ch 10) pp.460-480	—◆◆◆—	Due Monday, May 20 by 6:00 pm: Consultancy Team Case Video Presentations Due: Db8
	11.25–12.1	Thanksgiving week		No online session	
10.	12.2–12.8	• The Future of Training and Development	(Ch 11) pp.495-508	—◆◆◆—	Due: Consultancy Team Case Action Plan Paper No Db

Except for Discussion Boards or unless otherwise noted, all assignments are due on day of class by 11:59 pm PST/PDT-most are to be posted to Bb | **Disclaimer Statement** This is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.