

**Rutgers University – Livingston Campus
Training & Development
Spring 2020**

Course: 37:533:312:01

Logistics: Janice Levin Building, Room #003
Day: Thursday: 5:00PM – 8:00PM (ET)

Professor: Dr. Kyra Leigh Sutton

Email: professorkyrasutton@gmail.com

Office: Janice C Levine Building, Rm. 215C

Office Hours: Tues & Thurs, By Appointment

NOTE: Scheduling Appointments: Professor Sutton requires AT LEAST 48 hours notice to schedule an appointment. Send an email with the subject line “**Office Appointment – Training & Development.**” Suggest a time slot that will work for you on **Tuesdays or Thursdays.** I will email you back with a confirmation and specific time. In addition, you can meet with my Teaching Assistant.

Website: <https://tit.rutgers.edu/canvas>

Required Text: Employee Training & Development, 7th Edition, © 2017

Author: Raymond A Noe, Ph.D.

ISBN:0078112850 / 9780078112850

***Supplemental Text:** Active Training – A Handbook of Techniques, Designs, Case Examples & Tips
Authors: Mel Silberman & Elaine Biech

Print ISBN:9781118972014 | Online ISBN:9781119154778 |

*You are **not** required to buy the Active Training book

Course Description. The purpose of this course is to explore, understand, and implement best practices related to the training and development of the asset that gives companies of any size a distinct advantage: human capital. The course examines both individual and organizational strategies to stimulate learning and, by extension, improve performance. This course will be taught in an applied manner whereby we will rely on the textbook and other resources (e.g., articles, videos) to provide a foundation of the material. You will complete a class project and participate in class exercises/discussions in order to apply the theories to “real-world” training and development.

Topics covered include Strategic Training, Needs Assessment, Program Design, Traditional Training Methods, Electronic (E) Training Methods Training and Program Evaluation.

SMLR Learning Objectives.

The **Training & Development** course is designed to meet sections of the following learning objectives for the School of Management and Labor Relations.

- I. *Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance***
 - Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
 - Understand the legal, regulatory and ethical issues related to their field

Spring 2020: T&D (Thurs Evening, ONLY)

- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

II. Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one’s career
- Understand cultural differences and how to work in a multicultural environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal & professional development skills

Special Needs Accommodations. If you have a disability and require special accommodations for your learning activities please contact the Office of Disability Services. Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know.

Below is the full contact information for the office of disability services:

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388 <https://ods.rutgers.edu/>

Student Affairs. The Office of the Dean of Students provides support to students who may be facing exceptional difficulties that could jeopardize their education. Visit their website to learn more about the type of support they offer and/or to schedule an appointment.

Student Health & Wellness Services.

- http://shp.rutgers.edu/current_students/shrp_oss_mhc.html

Student Support Services. Rutgers offers various student support services to help you succeed in your learning. Visit the Student Support Services page for more information.

Technical Support. If you need technical assistance at any time during the course or to report a problem with Canvas, visit the Canvas Student Tutorial at:

<https://community.canvaslms.com/community/answers/guides/video-guide>

- Contact Rutgers IT Help Desk site, (877-361-1134 accessible 24 hours a day, 7 days a week).
- Visit the Rutgers Canvas Student orientation site (<https://onlinelearning.rutgers.edu/canvas>)

Student Code of Conduct. You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online (Discussion Forums, when applicable). Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated; and will result in dire consequences, including dismissal from the course. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Refer to Discussion Post Guidelines when communicating in your Canvas class.

Academic Integrity. Be sure to read and adhere to Rutgers Academic Integrity Policy. Academic integrity goes directly to the question of are you an individual of character and honesty? It also affects the reputation of Rutgers University. So, academic dishonesty will not be tolerated.

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.
- Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– The Rutgers University Academic Integrity Policy

Contract - Academic Integrity. We will review the Academic Integrity Contract in class on the first day. You will be required to sign the contract and submit it to Professor Sutton after it is reviewed in class.

Student Resources

<u>Resource</u>	<u>Contact</u>
Office of the Dean of Students (contact: Jeff Broggi)	http://deanofstudents.rutgers.edu/
Felicia McGinty Vice Chancellor of Student Affairs	felicia.mcginty@rutgers.edu
Student Health (CAPS, HOPE, Medical Services, Pharmacy Services)	http://health.rutgers.edu/search/
CAPS “Let’s Talk” Service offering drop-in hours	http://health.rutgers.edu/medical-counseling-services/counseling/therapy/community-based-counseling/
Residence Life Staff	http://ruoncampus.rutgers.edu/about-us/photo-directory/student-support-and-accommodations-staff/
Rutgers Student Food Pantry	http://ruoffcampus.rutgers.edu/food/

Anonymous concerns can be addressed to: “Do Something	http://health.rutgers.edu/do-something-to-help/
Office of Student Legal Services (SLS)	http://rusls.rutgers.edu/
Office for Violence Prevention and Victim Assistance	http://vpva.rutgers.edu/

Student Expectations

The success of the class depends upon creating and maintaining a class environment that optimizes the learning experience. It requires your complete physical and mental presence.

To participate in the Training & Development course, it is expected that you will do the following:

1. **Course Materials.** Obtain the required course materials
2. **Be engaged.** The purpose of having a face-face course is to interact with and learn from your professor and classmates. To the extent you can share examples and/or insights about the reading and think critically you are adding value to the class. Being engaged is not merely attending the class; rather, it is truly “showing up” and taking an active part in your learning. Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This impacts not only the individual, but their peers who count on them, as well.
3. **Review and follow the attendance policy.** Read the attendance policy and understand the consequences for missing class
4. **Weekly Email.** You will receive an email each week that will describe what will be covered in class. It is your responsibility to read the email and bring any necessary items to class, including all printouts! **Weekly emails will begin after the drop/add period.**
5. **Communicate effectively with each other.** Participate in class discussion and group activities, but don’t interrupt other students or attempt to dominate the conversation.
6. **Demonstrate respect towards Professor Sutton & your classmates.** Show respect for the instructor and your classmates. Keep in mind others may have different ideas and opinions from yours, but they deserve the same level of respect from you as you wish from them. Further, if you take issue with Professor Sutton’s information or instructional methods, make sure that your comments are made without confrontation or antagonism. You have the option and are encouraged to discuss concerns privately in Professor Sutton’s office.
7. **Tardiness.** Be on time. Punctuality is important because we will start on time. Please be seated before class begins as it is distracting for students to be trickling in for the first several minutes. If you have to arrive late, and it should be a rare occurrence, try to sit in a back row
8. **Exam Days – Arrive on Time.** On exam days it is critical that you arrive to class on time – if not 10-15 mins before class begins. **No exceptions!**
9. **Expect class to run to the end of the allotted time.** Please plan on staying through the class as leaving in the middle or with five minutes to go is disruptive. If you must leave early, please sit near an aisle and exit discreetly
10. **Cell Phones.** Be fully engaged during class without distractions from cell phones; all texts and calls must be made/returned in the hall during the time class is meeting. Cell phones and other technology are **not** permitted during exams or when we have class speakers.
11. **Photos and Videos.** Photography and recording on cell phones or any device is **not** permitted unless you have permission from Professor Sutton. That includes final presentations at the end of the semester.
12. **Laptop/Ipads.** Use laptops, Ipads and other electronic devices for class-related activities and avoid usage in a manner that distracts your neighbors

13. **Team Work.** Participate fully in all group work, including the final group project. Also, speak to the professor about any conflicts that occur during the group project. Work really hard on the group project throughout the semester.
14. **Attire.** Complete any formal, graded presentations in business attire

If you cannot perform these 14 expectations, it is recommended that you drop the course.

Classroom Policies

CLASS BUDDY: The goal of the class buddy is to ensure that you receive any class notes and/or handouts should you be unable to attend class.

Throughout the semester, there may be times when class materials are only available in-person. The class buddy will pick-up an extra copy of the material for you and agree to share it with you before/during the next class meeting.

In addition, you will work with this class buddy to retrieve notes in the event of your absence. That is, it will be important to take notes throughout the semester. If you are unable to attend class, your class buddy will be responsible for taking notes and sharing them with you over email.

CLASS BUDDY, SELECTION: The class buddy should be selected no later than the **3rd week of class**. You and your buddy should exchange contact information including your email and phone number.

MANDATORY ATTENDANCE: Attendance in class is mandatory.

Students are allowed a total of **TWO absences throughout the semester**. If a student has more than TWO absences, their grade for the course will be reduced. For example, if the student earned a grade of “B+” in the course, the final grade would be a “B” or if the student earned a “B” in the course, the final grade would be a “C+”.

The absences can't be used on the following days:

- Exam Days (see course schedule)
- “You’re Trained” In-Class Project Days (see course schedule)
- “You’re Trained” Presentation Dates (see course schedule)

TARDINESS: Attendance will be taken at the beginning of class. If you **arrive after 5:10PM**, you are considered arriving late. Once you are late to class more than 2 times, you will receive an absence for each time that you arrive to class late.

PRESENTATION DAYS, ATTENDANCE: At the end of the semester, students will make group presentations. Attendance on final presentations days is **mandatory**, without exception. If you are absent from class on the final presentation days, you will receive two absences for each day that you miss.

MAKE-UP EXAMINATIONS: **There will be no make-up exams given.** If you miss an exam, and you do **not** notify the Professor Sutton, at least 48 hours in advance, you will receive a ZERO on the exam. If you notify Professor Sutton at least 48 hours in advance, instructions will be shared re: the

exam. Finally, if you miss an exam, you will be **required** to schedule an office appointment with Professor Sutton.

PERFORMANCE OPPORTUNITIES: Each student will be formally evaluated on her/his performance on the assignments/activities identified in the next section. Please note, while "effort" is an important precursor to learning, true learning is manifested by behavior. Therefore, I will not be grading your effort so much as your behavior. In this class, based on the criteria for each assignment, your grade reflects how you performed on the assignments.

The final grade in this course will be determined by the following components:

Performance Opportunities	Max Points	Percentage (Approx.)
Team Project: "You're Trained"	320 pts	51%
Team Project: Evaluation	70 pts	11%
*Class Engagement	50 pts	8%
Exam I	95pts	15%
Exam II	95 pts	15%
Total	630 pts	

Final grades will be determined by the scales shown below:

Grade	Total Points	Range (%)
A	564 – 630	90-100
B+	533 – 563	85-89
B	501 – 532	80-84
C+	470 – 500	75-79
C	438 – 469	70-74
D	375 – 437	60-69
F	374 or below	59 and below

Description of Performance Opportunities

1. *Class Engagement (Worth up to 50 points): Class attendance and full, ACTIVE participation is expected of ALL students during each class meeting. Class participation will be essential, as this class will operate in a peer-learning environment. This means that all students are expected to come to class and be prepared to participate during each class session. Prior to coming to class it is required that you read all material assigned. During some classes, there will be in-class activities and your full participation is required. The activities may include discussion of themes identified in the textbook, articles, or from a website.

Most students earn 75% on the class contribution; therefore, it's up to you to be engaged and contribute to a meaningful classroom discussion (e.g. internship or work-related experiences, discuss insights from outside readings, share personal stories that are directly related to class). Attendance is not enough to warrant earning full participation points; instead engagement is required to earn full participation points.

Extra Credit Points – Class Engagement: I recognize some students may want an opportunity to earn extra participation points. You will have an opportunity to earn up to **21 extra credit participation points**. The opportunities described below are intended to give students opportunities to participate in other meaningful activities outside of class.

Opportunity 1: As noted in the class schedule, you can find an article related to one of the broader themes discussed in class and prepare a summary of the article. The summary should be 1-2 paragraphs and provide a brief summary of the article and 3 lessons learned. The extra credit assignment shouldn't exceed 1 page and it must be typed. Please include your name, name of the course, article title/source and date on the assignment. You can complete up to **THREE extra credit article assignments**. All extra credit assignments should be submitted via email to the TA.

How do you submit the extra credit article assignments? Extra credit article assignments should be emailed to the TA. Check Canvas to determine if the TA prefers a specific format for the extra credit assignment. The TA's email address can be found on pp.1 of the syllabus.

Opportunity 2: In addition, you will have opportunities to attend events such as RUSHRM meetings and other events sponsored by SMLR's Office of Career Management. **You will receive up to 3 points for each event you attend. Of note, announcements about events will be made in class.**

How do you prove you attended the RUSHRM meetings and other extra credit events sponsored by SMLR's Office of Career Management? We will receive a list of people that have attended the events from the Office of Career Management. In addition, you are encouraged to send the TA an email to inform us that you attended an event. The TA's email address can be found on pp.1 of the syllabus.

Maximum Points: You can earn up to 21 points in extra credit, by participating in the aforementioned opportunities.

Exams (Worth up to 190 points – or up to 95 points per exam): My primary goal is to foster your learning and assimilation of the class material. Exam questions will be organized by topic area, and will focus on ideas from the text and class material.

“You're Trained” Project: (Worth up to 320 points):

- The purpose of this assignment is to allow your team an opportunity to apply what you have learned about Training & Development, and begin thinking about how you may use these skills outside of the classroom. A detailed set of instructions will be provided for this project.
- In short, your team will act in the role of a Training Team. You will be responsible for developing a **NEW** training solution by completing the following steps: conducting a needs analysis, designing the training solution (e.g., learning objectives, training content), selecting the method of training delivery and creating a training evaluation. You will work on the project throughout the semester. **The training solution must be designed for a real company!**
- Organizations have many training needs including:
 - ✓ **Skills Training.** Training new skills to an existing workforce (e.g., communication skills, presentation skills, Excel skills, technical skills, problem solving, time management, project management)
 - ✓ **Targeted Populations.** Training targeted at specific populations within the organization (e.g. Early in Career, Managerial/Leadership Training, Customer Service, Sales)

- ✓ **New Tools or Process.** Training focused on new processes/procedures (e.g. new applicant training system) and tools (e.g. new project management tool)
- ✓ **Product Training.** For example, training Sales or Customer Service employees on the products and/or services offered by the organization)
- ✓ **Team Training.** Team training is intended to develop cohesiveness among team members. It empowers teams to improve goal setting, decision-making, communication, etc.
- ✓ **Safety Training.** Ensures employees are protected from workplace injuries (e.g., food service safety, construction safety, Hazmat safety)
- ✓ **Diversity Training.** Diversity training is intended to help employees obtain the tools they need to embrace diversity in the workplace.

Why is SO MUCH emphasis placed on the project?

The **You're Trained** project is the most important part of class for a variety of reasons.

First, organizations will expect you to contribute skills, ideas, (job) experiences and knowledge when you join. Those that do well early in their career are the ones that can make immediate contributions to the organization.

The role of the project is to enable you to make a meaningful contribution at work and build the following skills:

- **Collaborate.** One of the skills that many employers say Millennials (Born 1981-1996) and Gen Zers (Born 1997-Present) lack is collaboration. Collaboration is a skill that is in high demand within organizations. In fact, a recent LinkedIn study determined the top skills for aspiring leaders included communication (both written and verbal), collaboration and problem solving.

At work, even if you manage others you will not be able to achieve your goals (and be promoted) unless you can collaborate with other people. Collaboration skills include listening to others, keeping others accountable for their work, fully participating and being engaged during team meetings, working through challenging situations and making sure the final product (i.e. the presentation) is aligned with Professor Sutton's expectations. Collaboration is fun, but it can also be difficult. It's a soft skill and strength that you need to excel at work.

- **Enhance/Build Self-Confidence.** It's important to have confidence at work, even if you are the youngest person in the room. If you are given "a seat at the table" own it and share ideas and knowledge with your manager, peers and senior leaders. One of the best ways to build confidence is to gain experience. In this project you will be required to do research, interview company representative(s), make decisions and prepare and present a final presentation.
- **Give and receive feedback.** One of the most valuable ways to continuously grow and develop is to ask for feedback. You are encouraged to ask for feedback on decisions/conclusions you make throughout the project. That is, you will be responsible for "owning" a specific section of the project and you should ask for feedback (and ask more than once!) on your ideas, presentation style, analysis, etc. You can ask people you know outside of class (e.g., manager, friends, parents, significant other) and the resources in the class (your team, Professor Sutton, TA).

In addition to asking for feedback, you should get into the practice of giving feedback. To the extent to you can give feedback and help others improve their work, you will be valuable to your team (both in school and at work).

- **Exercise Influence.** At work, you'll find those that are the most successful can exercise influence – in other words they can get people to say “yes.” Exercising influence begins with building trusting relationships with your stakeholders (e.g., team members, peers, Professor, TA). Once you have established a relationship – you have a better chance of influencing ideas, providing feedback, and engaging in tough conversations (e.g. a team member that isn't holding up their end of the project).
- **Apply Knowledge.** Learning is good to the extent you can apply what you know in a meaningful way. That is, the project requires that you evaluate and develop a new training solution. Your ability to meet strategic goals at work is directly related to the extent to which you can apply what you've learned from school and prior work experiences and help the organization solve a problem (e.g. attract better candidates, improve retention, increase performance).

You're Trained Project – Rules of Engagement

- Full participation is expected of each team member
- Any team member(s) that is not fully participating in the project can be removed from the team. **However, a team member may NOT be removed from the team after Week 10 of the semester. The last day to drop a team member is Friday, March 27, 2020.**
 - Unfortunately, a team may experience one or more group members that don't collaborate, fully. In those exceptional cases, your team will have the power to remove the group member(s) from the team. The group member will have to complete the You're Trained project on his or her own.
 - This option should only be used after all other options have been exhausted and the group member(s) meets at **least two** of the following criteria:
 - Missed 3+ group meetings and/or arrived to 3+ group meetings late or doesn't stay the full time
 - Missed 2+ class days during which dedicated time is allocated for the project
 - Fails, consistently, to respond to project-related communication within 24 hours (e.g., emails, texts, group chats)
 - Failure to complete assigned tasks (e.g., they are assigned to complete one part of the project but they don't do it and another team member has to complete their work)
- How will removing a team member work? All the criteria must be **documented** and presented to Prof. Sutton BEFORE removing the team member(s). Next, the team leader will send an email making the individual(s) aware that they are no longer part of the team.
- **The email must be sent on or before Fri, March 27, 2020 and Professor Sutton & the TA should be copied on the email.**
 - The impacted team member is encouraged to schedule a meeting with Prof. Sutton during office hours re: the project. I will help you figure out what's next to ensure your project is completed on time and meets all expectations.

Additional Rules of Engagement – You're Trained Project

- This is a **research-based** project and you will utilize resources outside of your book
- It is your team's responsibility to find an organization that has a need for a training program
- The training materials must be designed for a **real organization**
- You are NOT permitted to revise/update/refresh any existing training materials/solutions/programs. Instead, you must develop a **NEW** training solution
- Demonstrate throughout the project that you understand and can appropriately apply the course material but do not simply repeat material covered in the text or class
- **Excluded training solutions.**
 - Any training program for new employees/new hires is EXCLUDED from this project
 - Any training solution that was developed in a prior class taught by Professor Sutton can't be used for the project

CLASS SCHEDULE – Training & Development - THURSDAY EVENING (Spring 2020)

Week	Date	Topic(s)	Before class you should:	Before class you can:
1	Thurs, Jan 23	<p>First Day! <u>PART ONE</u></p> <ul style="list-style-type: none"> ▪ Course Overview ▪ Syllabus Review ▪ Academic Integrity Contract ▪ Your Learning Goals! <p><u>PART TWO</u></p> <ul style="list-style-type: none"> ▪ L&D Trends (What’s Happening In The Training World?!) ▪ Competency Models – High Level Overview 		
2	Thurs, Jan 30	<ul style="list-style-type: none"> ▪ Introduction to Training & Development (Chapter 1) ▪ Strategic Training (Chapter 2) ▪ <i>In-class Assignment – Case</i> <p>*Last day to add a course is Wed, Jan 29</p>	Read Chapters 1 & 2 (textbook) & Complete Chapters 1-2 Study Guides	<p>EXTRA CREDIT: Find article & prepare a summary about a current trend in the Training world</p> <p>Email summary → TA</p>
3	Thurs, Feb 6	<ul style="list-style-type: none"> ▪ Employee Development (Chapter 9) 	<p>Read Chapter 9 (textbook) & Complete Chapter 9 study guide</p> <p>IMPORTANT NOTE: Project teams will be formed!</p>	<p>EXTRA CREDIT: Find article & prepare a summary about one of the employee development programs discussed in the textbook (e.g., Mentoring, 360 Assessments)</p> <p>Email summary → TA</p>
4	Thurs, Feb 13	<p><u>PART ONE</u></p> <ul style="list-style-type: none"> ▪ Needs Assessments (Chapter 3) ▪ <i>Homework: Case Study will be assigned</i> <p><u>PART TWO</u></p> <ul style="list-style-type: none"> ▪ <i>You’re Trained - Group Projects will be formed!</i> 	<p>Read Chapter 3 (textbook) & Complete Chapter 3 study guide</p> <p>IMPORTANT NOTE: We will discuss the “You’re Trained” project in class.</p>	<p>EXTRA CREDIT: Find article & prepare a summary about the most common mistakes made during a needs assessment</p> <p>Email summary → TA</p>

CLASS SCHEDULE – Training & Development - THURSDAY EVENING (Spring 2020)

Week	Date	Topic(s)	Before class you should:	Before class you can:
5	Thurs, Feb 20	<ul style="list-style-type: none"> ▪ Needs Assessment (Chapter 3), cont. 	Complete case study homework	
6	Thurs, Feb 27	Exam One Chapters 1, 2, 3 & 9	Prepare for the exam	
7	Thurs, Mar 5	<ul style="list-style-type: none"> ▪ Program Design (Chapter 5) 	Read Chapter 5 (textbook) & Complete Chapter 5 study guide	<p>EXTRA CREDIT: Find article & prepare a summary about designing training programs for <u>Gen Zers</u> or <u>Millennials</u> (e.g., skills that should be taught, design techniques)</p> <p>Email summary → TA</p>
8	Thurs, Mar 12	<ul style="list-style-type: none"> ▪ Program Design (Chapter 5), cont. 		<p>EXTRA CREDIT: Find article & prepare a summary about the pros/cons of ONE <u>hands-on</u> training method discussed in the book (e.g., role plays, case study)</p> <p>Email summary → TA</p>
9	Spring Break	Mar 15 – 22, 2020		

* This is a tentative schedule that is subject to change. Announcement of schedule changes will be made in class and via email. However, exam dates WILL NOT CHANGE! *

CLASS SCHEDULE – Training & Development - THURSDAY EVENING (Spring 2020)

Week	Date	Topic(s)	Before class you should:	Before class you can:
10	Thurs, Mar 26	<ul style="list-style-type: none"> ▪ Traditional Training Methods (Chapter 7) Mandatory Attendance Day IMPORTANT NOTE: <ul style="list-style-type: none"> • “You’re Trained” Presentation Days will be assigned! • Presentation Guidelines will be provided in class 	Read Chapter 7 (textbook) & Complete Chapter 7 study guide	
11	Thurs, Apr 2	<ul style="list-style-type: none"> ▪ Training Evaluation (Chapter 6) 	Read Chapter 6 (textbook) & Complete Chapter 6 study guide	EXTRA CREDIT: Find article & prepare a summary about how organizations evaluate the effectiveness of a training program/class Email summary → TA
12	Thurs, Apr 9	<ul style="list-style-type: none"> ▪ Topic: TBD 		
13	Thurs, Apr 16	Exam Two <ul style="list-style-type: none"> ▪ Chapters 5, 6 & 7 	Prepare for the exam	
14	Thurs, Apr 23	<p style="text-align: center;"><i>You’re Trained –Project Day</i></p> <p><i>During class you will:</i></p> <ol style="list-style-type: none"> 1. Review & finalize slides w/your team 2. Complete the team project write-up 3. Practice presentation 	Prepare your slides for the group presentation	
15	Thurs, Apr 30	“You’re Trained” Group Presentation Day #1		
16	TBD	“You’re Trained” Group Presentation Day #2		
Classes End: Mon, May 4 2020				

* This is a tentative schedule that is subject to change. Announcement of schedule changes will be made in class and via email. However, exam dates WILL NOT CHANGE! *

CLASS SCHEDULE NOTES

1. **Extra Credit.** Extra credit assignments will be due during the week designated in the calendar. Find an article related to one of the broader themes discussed in class and prepare a summary of the article. The summary should be 1-2 paragraphs and provide a brief summary of the article and 3 lessons learned. The extra credit assignment must be typed. You can complete up to THREE extra credit article assignments. All extra credit assignments should be submitted via email to the TA. **You can earn up to 18 points for the extra credit, which is 6 points per article.**

How do you submit the extra credit article assignments? Extra credit article assignments should be emailed to the TA. Please include your name, name of the course, article title/source and date on the assignment. Check Canvas to determine if the TA prefers a specific format for the extra credit assignment. The TA's email address can be found on pp.1 of the syllabus & Canvas.

2. **Study Guides.** The study guides for each chapter will be posted on Canvas on the page assigned for that week/topic. Please complete study guides prior to class.
3. **Case Studies.** We will use cases throughout the semester. **Case studies will only be distributed in class.** If you miss a class during which a case study is distributed, please follow-up with the TA to ensure you receive the materials.
4. **Special Topic - Active Training.** During the semester, we will incorporate activities & examples from the book, Active Training by Mel Silberman & Elaine Biech.

As described in the book:

"The active approach to training involves a commitment to learning by doing. Everything we know about adult learning suggests that participants must be actively engaged during a training program for results to occur. You can tell you are in an "active" classroom because participants are out of their seats, moving about, sharing ideas and totally involved – both mentally and physically."

Project Resources

Practitioner Journals, Magazines & Newspapers

Academy of Management Perspectives	New York Times
Fast Company Magazine	TD Magazine (available through Association for Talent Development)
Forbes Magazine	Training Magazine
Fortune Magazine	USA Today/Careers
Harvard Business Review	Wall Street Journal
HR Magazine	Workforce Magazine
INC Magazine	

Association Web Sites

Association of Talent Development (<http://www.astd.org>)

Academy of Human Resource Development (<http://www.ahrd.org>)

Human Resources Division of the Academy of Management (<http://www.hrdiv.org>)

Human Resource People & Strategy (<http://www.hrps.org>)

International Association of Information Technology Trainers (<http://itrain.org>)

International Society of Performance Improvement (<http://www.ispi.org>)

Society of Human Resource Management (<http://www.shrm.org>)

Society of Industrial and Organizational Psychology (<http://www.siop.org>)

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Academic Integrity Contract
(To be signed and turned in at the first class)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/sites/policies/files/00011251.PDF> for details regarding the Student Code of Conduct. Please see <https://policies.rutgers.edu/sites/policies/files/10.2.13%20-%20current.pdf> for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/sites/policies/files/00011251.PDF> for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information

- Forging signatures

Cheating

- Copying work on examinations.
- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____