

Human Resources and Industrial Relations 6303 - Fall Semester 2016
Employee Training: Creating a Learning Organization
Tuesday Evenings, 5:45 - 9:05 pm

Instructor: Dr. Travis Tubré
Phone: 715-821-9110
Email: tubre001@umn.edu
Office Hours: by appointment

Please feel free to contact me with any questions and ideas you may have about the course. I also want to emphasize that I welcome open discussion about concerns and/or critical feedback related to the course. This is a continuous learning environment, both for you and for me. In terms of getting in touch with me, I will generally be available for at least an hour before every class meeting. I am also receptive to staying after class if your work schedule makes it difficult for you to come in early. Other than that, you should email me to set up specific appointments.

Content Description:

This course is designed to provide an in-depth appreciation of a systems approach to training and development in organizations. We will explore theoretical advancements, empirical research, and applications of psychological and HRM research to organizational training. At the onset of the course, students will be introduced to the nature and extent of training in organizations. We will pay close attention to the current challenges of an increasingly diverse and dynamic workplace and related implications for organizational training. Consistent with a systems approach, students will explore issues pertaining to assessing training needs and evaluating the effectiveness of training. This will include topics such as opportunity to perform trained tasks, skill retention and decay, transfer of skill and training, and contextual influences on training effectiveness. We will also examine instructional design and the role of individual differences in training. Students will be introduced to a large variety of on- and off-site training techniques as well as special topic areas including eLearning and diversity training.

Although issues regarding organizational training are presented primarily from an HRM perspective, the content of the course is integrated with literature from other disciplines such as adult education, HRD, industrial/organizational, social, cognitive, and human factors psychology.

Course Objectives:

The objectives of this course are to (a) increase our understanding of the substantive issues underlying employee training in organizations, (b) critically analyze theoretical, empirical, and practical applications of employee training, (c) relate employee training to other important organizational functions, (d) discuss and advance our own ideas about employee training, and (e) identify future directions in the field in terms of both research and practice.

Required Materials:

- *Required readings* are listed in the tentative course schedule. The course readings are almost all available full-text on the online UMN library databases. Where appropriate, I have posted PDF copies on the Moodle course site.
- I also reserve the right to hand out additional readings or to provide you with internet links for additional readings beyond those listed in the syllabus. These additional readings may or may not be designated as required readings based on my assessment of their content relevance and importance.

Coursework and Grades:

Given the condensed time frames for the course, your grade will be based primarily on a comprehensive final exam administered at the end of the term. In addition to the final, you will be required to complete a brief position paper on one of the assigned topics from the course. Finally, a smaller portion of your grade will be determined based on your class participation. Each of these components of your grade and its contribution to your grade is discussed below.

Final Exam (60 points)

The final exam will be a comprehensive, take-home exam, consisting of long-essay questions. The content of the questions will be drawn from BOTH the assigned readings AND our class discussions. Your answers to the exam questions SHOULD incorporate material (properly cited) from BOTH of these sources. As the course progresses, I will provide additional information regarding the structure of and expectations for the final. The final must be submitted on or before December 9th at 5:00PM. Please note that papers submitted later will be penalized or assigned a grade of zero. You will receive detailed instructions concerning the assignment at a later date.

Position Paper (25 points)

You will complete a relatively brief position paper for one of the assigned topics. This paper should follow standard formatting rules (i.e., standard font, 12pt, 1" margins, etc.) and should be approximately three pages in length, typed, and double-spaced. I understand that some of you may find the need to go beyond the three page suggestion, but please do not exceed four pages. In this paper, I expect you to provide your thoughts or "position" on an assigned topic for the course. Although you may reference assigned readings, this paper should NOT be a summary of the readings for the week. Rather, you should provide unique insight, personal reactions, recollections of personal experience, suggestions for scientific inquiry or organizational practices, a critique of the approach, or anything else that shows you have given some extensive thought to the topic. These papers will be evaluated CRITICALLY and graded, so please ensure that they reflect your best and original work. Finally, the papers must be turned in PRIOR to our discussion of the given topic (i.e., at the beginning of the class for that evening). Again, I do not accept late papers. Papers submitted late will be assigned a grade of zero.

Participation and Attendance (15 points)

Your participation grade will be based on the extent to which you attend and ACTIVELY participate in class. This extends beyond asking and responding to questions. I want to see that you have prepared for class and given some serious thought to the issues we will discuss. Regardless of whether I am lecturing, we are engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, I expect that you will listen, comment, solicit the viewpoints of others, etc. I also recognize that, given the nature of enrollment for this course, many of you may have very relevant personal experience that could benefit all of us if they are shared. So, again, I encourage you to share these experiences with your classmates and with me. I would also like to stress that it is important for ALL class members to have the opportunity to provide their input. As such, it is very important that you are self-aware about not dominating the discussions. Listening to others and providing them with opportunities to speak is just as important as contributing directly.

Summary Grades (100 points)

The three components above (Final Exam, Position Paper, and Participation/Attendance) will be combined into a 100 point composite. Final grades will be assigned based on the following scale:

93-100 =	A
90-92 =	A-
87-89 =	B+
83-86 =	B
80-82 =	B-
77-79 =	C+
73-76 =	C
70-72 =	C-
60-69 =	D
<60 =	F

Tentative Course Schedule

I want to stress that this schedule is extremely tentative. I am much more interested in the quality of our discussions and course sessions than in sticking to specific timelines. In fact, I hope that some of our discussions on given topics will be so lively that they will spill over into the next class session. However, you will always have at least a week of advance notice about what topic we will cover in the next meeting. As such, and because the quality of our class sessions depends on our understanding of the content matter, I expect that you will read the assigned materials for each section BEFORE coming to the class. As mentioned previously, part of your participation grade will be determined by your ability to demonstrate in class that you have done the assigned reading.

Session 1 Overview and the Changing Nature of Employee Training Oct 25
--

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451-474.

Wilhelm, W. (2006). What are learning organizations and what do they really do? *Chief Learning Officer*, 5(10), 36-43.

Salopek, J. J., et al. (2013). The very best learning organizations of 2013. *T+D Special Issue*, 34-80.

Session 2 Strategic Training and Development Nov 1
--

Society for Human Resource Management (SHRM, 2008). Strategic training and development: A gateway to organizational success. *HRMagazine*, 1-9.

Martin, H. J., & Hrivnak, M. W. (2009). Creating disciples: The transformation of employees into trainers. *Business Horizons*, 52, 605-616.

Salas, E., & Kosarzycki, M. P. (2003). Why don't organizations pay attention to (and use) findings from the science of training? *Human Resource Development Quarterly*, 14(4), 487-491.

Session 3 Training Needs Assessment Nov 8

Brown, J. (2002). Training needs assessment: A must for developing an effective training program. *Public Personnel Management*, 31(4), 569-579.

Dachner, A. M., Saxton, B. M., Noe, R. A., & Keeton, K. E. (2013). To infinity and beyond: Using a narrative approach to identify training needs for unknown and dynamic situations. *Human Resource Development Quarterly*, 24(2), 239-267.

Roberson, L., Kulik, C. T., & Pepper, M. B. (2003). Using needs assessment to resolve controversies in diversity training design. *Group and Organization Management*, 28(1), 148-175.

Session 4 Factors Influencing Training Outcomes, Transfer, and Retention Nov 15

Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrated theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85(5), 678-707.

Saks, A. M., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management*, 45(4), 629-648.

Van den Bossche, P., Segers, M., & Jansen, N. (2010). Transfer of training: The role of feedback in supportive social networks. *International Journal of Training and Development*, 14(2), 81-94.

Session 5 Learning and Instructional Design Nov 22
--

Zemke, R., & Rossett, A. (2002). A hard look at ISD. *Training*, 39(2), 27-34.

Day, E. A., Blair, C., Daniels, Kligyte, V., & Mumford, M. D. (2006). Linking instructional objectives to the design of instructional environments: The Integrative Training Design Matrix. *Human Resource Management Review*, 16(3), 376-395.

Farrington, J. (2012). Seriously, there is no time for design. *Performance Improvement*, 51(8), 26-32.

Session 6 Training Evaluation Nov 29 Also the Final Exam will be distributed and will be due on Dec 9th.
--

Tyler, K. (2002). Evaluating evaluations. *HRMagazine*, 47(6), 85-93.

Bates, R. (2004). A critical analysis of evaluation practice: The Kirkpatrick model and the principle of beneficence. *Evaluation and Program Planning*, 27(3), 341-347.

Basarab, D. (2011). Forecasting the value of training. *Performance Improvement*, 50(3), 22-27.

Phillips, J., & Phillips, P. (2009). Measuring return on investment in HR. *Strategic HR Review*, 8(6), 12-19.

Session 7 Diversity Training Dec 6
--

Jones, K. P., King, E. B., Nelson, J., Geller, D. S., & Bowes-Sperry, L. (2013). Beyond the business case: An ethical perspective of diversity training. *Human Resource Management*, 52(1), 55-74.

Roberson, L., Kulik, C. T., & Pepper, M. B. (2009). Individual and organizational factors influencing the use of transfer strategies after diversity training. *Group & Organization Management*, 34(1), 67-89.

Kulik, C. T., Pepper, M. B., Roberson, L., Kulik, C. T., & Parker, S. K. (2007). The rich get richer: Predicting participation in voluntary diversity training. *Journal of Organizational Behavior*, 28, 753-769.

Hite, L. M., & McDonald, K. S. (2006). Diversity training pitfalls and possibilities: An examination of small and mid-size US organizations. *Human Resource Development International*, 9(3), 365-377.

The following are optional readings:

Holladay, C. L., & Quinones, M. A. (2005). Reactions to diversity training: An international comparison. *Human Resource Development Quarterly*, 16(4), 529-545.

Holladay, C. L., Knight, J. L., Paige, D. L., & Quinones, M. A. (2003). The influence of framing on attitudes toward diversity training. *Human Resource Development Quarterly*, 14(3), 245-263.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

I will provide equal access to and opportunity in this class, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. I expect you do to the same. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact me as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website: <https://diversity.umn.edu/disability/>

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course, as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.