Course Objectives

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

After taking this course you should be able to:

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

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

**Course Materials**

Books:


Case:

Improving Customer Service in Sunpharma Pharmacies (NA0208)

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

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

**Course Evaluation**

Grades will be determined based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Case: Improving Customer Service in Sunpharma Pharmacies</td>
<td></td>
</tr>
<tr>
<td>Question Set 1</td>
<td>10</td>
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<tr>
<td>Question Set 2</td>
<td>15</td>
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<td>Question Set 3</td>
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<td>Question Set 4</td>
<td>10</td>
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<tr>
<td>Question Set 5</td>
<td>10</td>
</tr>
<tr>
<td>Team Peer Evaluation of Your Participation in Case Team</td>
<td>20</td>
</tr>
<tr>
<td>Course Contribution</td>
<td>30</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>10</td>
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<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>220</strong></td>
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</tbody>
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Final Exam

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

Course Participation

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

Discussion Leaders

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

Case: Improving Customer Service in Sunpharma Pharmacies

We will use this case throughout the course to reinforce your understanding and application of the course content. For each set of five case questions, teams should prepare a (1) PowerPoint presentation of no more than 5 slides summarizing their answers to the questions, and, (b) a more detailed case report, not more than 5-7 double spaced pages, answering the case questions. I will randomly call on case groups to lead the discussion of
one or more case questions and/or identify major issues in the case. Both the PowerPoint slides and the case analysis should be turned in the night the case questions are discussed in class. An excellent case analysis correctly uses and interpret case facts, supports answers to questions by providing a compelling rationale using evidence from lectures, readings, and course materials, and are well-written without typos, spelling errors, missing words, and incomplete sentences.

Other Issues

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

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

Learning Accommodation: Every effort will be made to provide each student with a meaningful learning opportunity. The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services (SLDS) to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct: The Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement

Class 1: August 23

Noe, Chapter 1

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


Class Discussion: Introduction

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

What are the important trends and practices in training? Why are they important?
What issues/problems/trends are occurring in today’s workplace that are relevant for training-development/learning? Why? What role can training-development/learning play in helping companies meet the challenges presented by these issues/problems/trends?
Class 2: August 30

Strategic Training and Organization of the Training Function

Noe, Chapter 2

Discussion Leaders: Positioning the Learning Function to Benefit the Business


Class Discussion: Strategic Training

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


Questions

1. Using the strategic training process shown in Figure 2.1 (The Strategic Training & Development Process) in Noe identify each component of Jiffy Lube’s strategic training process.
2. Identify the strengths and weaknesses of Jiffy Lube’s strategic training process.
3. Grade the extent that you believe the company’s learning/training process is strategic (A,B,C,D,F). Be prepared to justify your grade.
4. What recommendations do you have for making Jiffy Lube’s learning/training more strategic?
Class 3: September 6
Sunpharma Case Discussion 1: Linking Training to Strategy, Making the Business Case

Case Questions:

1. What problems/issues is Sunpharma facing that have implications for their training practices?

2. What is Sunpharma’s business strategy? What are its implications for learning/training/development?

Class Discussion: Corporate Universities


1. Do these corporate universities support the business? How? Are they beneficial for talent management? How?

2. What are the potential disadvantages of corporate universities?
Class 4: September 13

Needs Assessment: Organization Analysis, Task Analysis, Person Analysis

Noe, Chapter 3


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


Class Discussion: Needs Assessment

1. Why is needs assessment important? What should be included in a needs assessment?

2. What is a gap analysis? How might you conduct a gap analysis?

3. What insights do the articles provide about needs assessment methods, i.e, how to identify training needs?

4. Review the Excel spreadsheet on Carmen showing training needs assessment data for Goodyear’s salesforce (Titled “Full Results Report”). The spreadsheet includes two sets of ratings for each competency area. The competencies are Results Focused, Leadership, Ethics, Integrity, Values, etc. Each competency consists of individual items (skills, behavior, knowledge) that the salesforce was asked to rate on two dimensions. The dimensions included the extent to which they felt the item was a strength (opportunity for improvement, minor opportunity for improvement, strength, major strength) and an importance rating for success as a salesperson (not at all important, neither important nor unimportant, important, very important, and critical). Review the data. Based on your review identify two competencies and underlying skills, behavior, or knowledge that should be strongly considered as the focus of training. Justify your answer. Which two competencies should not be considered as targets for training? Why?

Discussion Leaders: Needs Assessment


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

Discussion Leaders: Learning


Class 6: September 27
Learning & Transfer of Training: Theories, Readiness for Training, Program Design, Facilitating Learning

Noe, Chapters 4 & 5

Class Discussion: Program Design

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


Discussion Leaders: Program Design


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


Discussion Leaders: Identifying and Training Trainers


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

Noe Chapters 4 & 5

Class Discussion: Designing Effective Training Programs

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


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

Discussion Leaders: Knowledge Sharing & Management


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


Class 8: October 18

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

Noe, Chapter 8

Virtual Training/Virtual Classrooms


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

Discussion Leaders: Massive Open Online Courses (MOOCs)


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


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

Social Learning/Social Media


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

Learning Management System (LMS)

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

Class Discussion: Virtual Training, MOOCs, Social Media

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

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


Class 9: October 25

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

Discussion Leaders: Mobile Learning


Apps

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


Wearables & Performance Support


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


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

https://www.youtube.com/watch?v=lkH88TTgt6A and https://www.youtube.com/watch?v=jnEdaslPtEg

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

https://www.youtube.com/watch?v=pQbiJNZ5Xig
https://www.youtube.com/watch?v=VqEee-ympxk
https://www.youtube.com/watch?v=cyJQ-YWLnMU
https://www.youtube.com/watch?v=gmU_7QYgoPg

Review the example of a serious game at https://www.youtube.com/watch?v=ZGhKPlq8sY0
Class Discussion: Mobile Learning and Wearables

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

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

Discussion Leaders: Simulations, Games, & Virtual Reality

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


S. Gale, “‘Tis the Season to be Training”, Chief Learning Officer, (April 2016): 58-60, 65.
Class 10: November 1

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

Noe, Chapter 7

Lecture


Certification and Tuition Reimbursement


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


Apprenticeships


Orientation/Onboarding


Action Learning


Games


Team Building/Team Training


Class Discussion: Team Training
Go to www.drumcafe.com, the website for Drum Café. Review the video.
Go to www.5off5on.com, the website for Pit Instruction and Training, a company that provides training for auto racing pit crews as well as team training. Click on “Corporate Training”. Read about Lean Performance U. Watch the YouTube videos of the training at http://www.youtube.com/watch?v=u6akX9THerg
http://www.youtube.com/watch?v=VVQefr0bMNo

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

What specific types of skills do you believe this type of training can improve?
What should be done to insure transfer of training occurs?
Although we haven’t yet discussed evaluation how would you recommend evaluating the effectiveness of this program?

Class Activity: On-the-Job Training

Prepare to be an on-the-job trainer! See Application Assignment #3 on pages 324-325 in Noe.
Subpharma wants to develop a learning system that enhances the attraction and retention, of pharmacists, aligns with the business strategy, and helps the company attain its goals.

1. What training methods do you recommend Linda should propose to the CEO? Provide a rationale for your recommendations.

2. Does the organization foster learning? Transfer of training?, Knowledge Sharing? Explain how. Provide Sunpharma with recommendations for improving in these areas. Explain the rationale for your recommendations.
Class 12: November 15
Evaluating and Demonstrating the Value of Learning

Noe, Chapter 6

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

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


Discussion Leaders: Evaluation


Class 13: November 22
Sunpharma Case Discussion 4: Evaluation

1. Propose a system for evaluating the programs (training methods) and recommendations you provided in Case Discussion 3.

2. Provide recommendations regarding “big data” they should collect to show the value of training and learning.

Provide a rationale for your evaluation system and “big data”. Make sure it is realistic.
Class 14: November 29
Development: Development Plans & Activities, Careers, Succession Planning

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

*Individual Development Plans (IDP)*


*Job Challenges/Job Experiences*


*Relationships*


*Career Development*


Class Discussion: Developing Leadership, Career Paths

What do these articles emphasize for developing leadership and talent? What is a career path? How do you think career paths help MassMutual? MassMutual’s employees? Should there be a relationship between training and development activities and career paths? Why? How would you identify a career path problem? How would you develop a career path?

Discussion Leaders: Succession Planning


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

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

Final Exam: 6:15-9:30 PM Tuesday, December 13th (Tentative)