

Syllabus

Course Overview

Employee training for the benefit of performance improvement is not a new concept. However, training endures more organizational scrutiny these days because organizations are interested in measuring the results of their training efforts. This measurement can take many forms, including anything from measuring learning to actually measuring the return on investment (ROI) of a training activity.

There was a time when organizations implemented training without regard to the organization's strategic goals. Today, training goals need to align with the overall goals of the organization. Companies are now realizing that if a training program does not show measurable and meaningful results for business strategies, valuable resources are wasted.

This course uses the ADDIE (analysis, design, development, implementation, and evaluation) model as an outline, focusing on each of the model's steps.

While many factors impact the current and future implementation of a training program, none has had more impact than technology. The use of distance learning methodologies has transformed the field of training.

Employee Development

While most employee training tends to focus on the short-term needs of employees, employee *development* focuses on the individual's long-term professional growth. A development plan for long-term employee growth can also help ensure organizations have a supply of future leaders for long-term sustainability.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Assess an organization's strategic plan for training.
- 2 Demonstrate effective training program design, development, and implementation.
- 3 Demonstrate effective training program measurement and evaluation.

4 Assess the impact of technology on an organization's training strategy.

5 Identify effective organizational processes and roles for employee development.

Course Prerequisites

Prerequisite(s): BUS3040.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Blanchard, N. P., & Thacker, J. (2013). *Effective training* (5th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 9780132729048.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Acevedo, J. M., & Yancey, G. B. (2011). [Assessing new employee orientation programs](#). *Journal of Workplace Learning*, 23(5), 349–354.
- Bennett, B. (2003). [Job rotation](#). *Training Strategies for Tomorrow*, 17(4), 7.
- Engel, S., & Kapp, K. M. (2004). [Sovereign bank develops a methodology for predicting the ROI of training programs](#). *Journal of Organizational Excellence*, 23(2), 51–60.
- Farrell, D. (2005). [What's the ROI of training programs?](#) *Lodging Hospitality*, 61(7), 46.
- Flynn, G. (2001). [Mandated training: Legal dos and don'ts](#). *Workforce*, 80(9), 82–84.
- Garvey, B., & Alred, G. (2000). [Developing mentors](#). *Career Development International*, 5(4), 216–222.
- Goodman, N. (2012). [Training for cultural competence](#). *Industrial and Commercial Training*, 44(1), 47–50.
- Gray, D. (2014). [Succession planning 101](#). *Professional Safety*, 59(3), 35.
- Gronhaug, K., & Stone, R. (2012). [The learning organization](#). *Competitiveness Review*, 22(3), 261–275.
- Hall, D. T. (2004). [The protean career: A quarter-century journey](#). *Journal of Vocational Behavior*, 65(1), 1–13.
- Hatch, D. D., & Hall, J. E. (2002). [Denial of training violates ADA](#). *Workforce*, 81(1), 72.
- Hughes, R., & Beatty, K. (2005). [Five steps to leading strategically](#). *Training and Development*, 59(12), 45–47.
- Jacobs, R. L., & Jones, M. J. (1995). [Structured on-the-job training: Unleashing employee expertise in the workplace](#). San Francisco, CA: Berrett-Koehler Publishers.
- Jacobs, R. L., & Mohammad, J. B. (2012). [Developing employee expertise through structured on-the-job training \(S-OJT\): An introduction to this training approach and the KNPC experience](#). *Industrial and Commercial Training*, 44(2), 75–84.
- [Management development methods: How to get the right balance](#). (2008). *Development and Learning in Organizations*, 22(6), 29–31.
- Marshall, J., Smith, S., & Buxton, S. (2009). [Learning organisations and organisational learning: What have we learned?](#) *Management Services*, 53(3), 14–19.
- O'Neil, J., & Marsick, V. J. (2009). [Peer mentoring and action learning](#). *Adult Learning*, 20(1/2), 19–24.
- Preusser, M. K., Bartels, L. K., & Nordstrom, C. R. (2011). [Sexual harassment training: Person versus machine](#). *Public Personnel Management*, 40(1), 47–62.
- Roberts, T. G., Conner, N. W., & Jones, B. L. (2013). [An experiential learning framework for engaging learners during study abroad experiences](#). *NACTA Journal*, 57(3), 28–35.
- Spicer, C. (2009). [Building a competency model](#). *HRMagazine*, 54(4), 34–36.
- Treven, S. (2003). [International training: The training of managers for assignment abroad](#). *Education & Training*, 45(8), 550–557.
- Wagner, R. J., Vanevenhoven, J. P., & Bronson, J. (2010). [A top ten list for successful online courses](#). *Journal of Online Learning and Teaching*, 6(2), 542.
- Wilson, E. (2014). [Diversity, culture and the glass ceiling](#). *Journal of Cultural Diversity*, 21(3), 83–89.
- Zemke, R. (1998). [How to do a needs assessment when you think you don't have time](#). *Training*, 35(3), 38–44.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [Association for Talent Development](https://www.td.org/). (2014). Retrieved from <https://www.td.org/>
- Bishop, T. (2013, September 25). [Jeff Bezos explains the next step in Amazon's strategy—The 'hardest and coolest' part](http://www.geekwire.com/2013/jeff-bezos-explains-step-amazons-strategy-hardest-coolest-part/). Retrieved from <http://www.geekwire.com/2013/jeff-bezos-explains-step-amazons-strategy-hardest-coolest-part/>
- CBS News. (2008, May 25). [The millennials are coming! \[Video\]. | Transcript](http://www.cbsnews.com/videos/the-millennials-are-coming/). | [Transcript](http://www.cbsnews.com/videos/the-millennials-are-coming/) Retrieved from <http://www.cbsnews.com/videos/the-millennials-are-coming/>
- Cherry, K. (n.d.). [VARK learning styles: Which learning style do you have?](http://psychology.about.com/od/educationalpsychology/a/vark-learning-styles.htm) Retrieved from <http://psychology.about.com/od/educationalpsychology/a/vark-learning-styles.htm>
- McGlone, J. R. (2011). [Adult learning styles and on-line educational preference \[PDF\]](http://www.aabri.com/manuscripts/11859.pdf). *Research in Higher Education Journal*, 12, 1–9. Retrieved from <http://www.aabri.com/manuscripts/11859.pdf>
- VARK Learn Limited. (n.d.). [The VARK questionnaire: How do I learn best?](http://vark-learn.com/the-vark-questionnaire/) Retrieved from <http://vark-learn.com/the-vark-questionnaire/>
- West Midland Family Center. (n.d.). [Generational differences chart](http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf). Retrieved from <http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >> Employee Training and Development Program

Project Overview

The course project will allow you to apply the concepts of training program design and development to a situation of your choosing. You will select a training topic to use throughout the course and use the ADDIE model to develop each step of a training program.

You will build this project through your study activities as well as unit assignments. Each project-related study activity and assignment is to be completed in the unit indicated.

In your final project assignment, you will compile the work you have completed throughout the quarter. You will be expected to incorporate the instructor feedback you receive on your assignments to refine and/or revise your work for the final project submission. The final project is due in Unit 10.

By successfully completing this final assessment, you will demonstrate your proficiency in the following course competencies:

- Assess an organization's strategic plan for training.
 - Demonstrate effective training program design, development, and implementation.
 - Demonstrate effective training program measurement and evaluation.
 - Assess the impact of technology on an organization's training strategy.
-
- **Written communication:** Write in a professional style with correct grammar, usage, and mechanics.
 - **Resources:** Include at least 1 peer-reviewed resource that is *not* from ATD (the Association for Talent Development) or SHRM (the Society for Human Resource Management).
 - **APA formatting:** Use current APA style and formatting for references and citations.
 - **Length of paper:** 8–10 typed, double-spaced pages.
 - **Font and font size:** Times New Roman, 12-point.

Project Components

Activity	Grade Weight (%)
u04a1 - Designing a Training Program	10
u07a1 - Developing a Training Evaluation Plan	15
u10a1 - Training and Development Program	20

Unit 1 >> The Strategic Value of Organizational Training

Introduction

Unit 1 will introduce you to the field of employee training and development. An important focus is dealing with the need for a strong training and development program for the overall success of an organization.

Employees are a key resource for any organization, and proper training serves to prepare them to effectively perform their jobs. While *training* prepares employees to do their current jobs, an effective *development* program prepares employees for future roles in an organization.

The unit will begin with an exploration of some key components of training, including an open system model for organizational training: the analysis, design, development, implementation and evaluation (ADDIE) model.

The unit will also introduce some challenges and opportunities in the field of training and development today. Training is impacted by many internal organizational variables and by many variables beyond the control of organizations. Some external variables include globalization and demographic changes, economic cycles, new technology, and new systems designs. This unit will present these variables and their impact on the design of training programs.

An additional focus in this unit will be the importance of aligning training with the overall business strategy of the organization. Training must support the goals of the organization, rather than simply sounding like a good idea.

Learning Activities

u01s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 1, "Training in Organizations," pages 1–23.
 - This chapter begins with a case analysis about the Domtar organization and its successful training style. The open systems concept of training—in which training reflects and interacts with the environment in which the organization functions—is explored. The ADDIE (analysis, design, development, implementation, and evaluation) model is also introduced. This commonly applied training model will be used as the basis for our study in this course, and for the development of the course project.
- Read Chapter 2, "Aligning Training with Strategy," pages 24–55.
 - This chapter begins with a case analysis about the Hershey company's program for aligning its training efforts with its overall corporate strategy. Corporate training today is often called HRD (human resource development). This chapter discusses how HRD links to overall organizational strategy. It also examines the concept of OD (organizational development), including the various processes of OD and the strategies that link HRD and OD into an overall strategy.

Use the Capella library to complete the following:

- Read Hughes and Beatty's 2005 article, "[Five Steps to Leading Strategically](#)," from *Training and Development*, pages 45–47.

Use the Internet to complete the following:

- View the [Association for Talent Development](#) (ATD) Web site. ATD is the largest training organization in the world. It offers a great many programs and resources for training and development professionals. *Note:* ATD was formerly the American Society for Training and Development (ASTD). The name change better reflects its role in today's training environment.
- Read "[Jeff Bezos Explains the Next Step in Amazon's Strategy—The 'Hardest and Coolest' Part](#)," from *GeekWire*. This article will be used in a unit discussion.
- Read the "[Generational Differences Chart](#)." This information on four generations will be used in a unit discussion.

Audiovisual Media

Click on the link provided to view the following video:

- [The Millennials Are Coming | Transcript](#).
 - In this CBS video from *60 Minutes*, Morley Safer reports on the new generation of "millennials." Individuals in this age group could be ill-prepared for a demanding workplace.
 - Running time: 13 minutes.

Multimedia

- Click [Strategic Training Development](#) to listen to how training fits into today's organizational business strategies, including how we validate training needs and what processes can define and evaluate them.

u01s2 - Library and Writing Center Resources and Guides

Library Resources

For this unit's assignment, you will need to find a peer-reviewed article. The guides and tutorials listed below can help you understand where to begin searching in the Capella library:

- Explore the [Research Guide – Undergraduate](#) library guide. This guide covers a range of research-related skills and links, organized by tabs near the top of the page. Topics include how to find articles and books in the library, and where to find statistical information. The guide includes a separate tab specifically for research in business and public administration.
- Explore the [How to Search the Library: The Basics](#) library guide. This step-by-step guide covers how to conduct effective searches for information in the Capella library.

- Examine the [Library Research and Information Literacy Skills](#) resource on iGuide. This online handbook can help you learn or improve your research skills. Be sure to read each of the following sections:
 - Identifying scholarly resources.
 - Defining your topic.
 - Searching effectively.
 - Evaluating source quality.
- The [Undergraduate Databases](#) page in the Capella library lists databases for general research and by specialization area. A few of the databases are highlighted below:
 - **ABI/INFORM Global:** This is a comprehensive business database with more than 2,060 publications available in full text. It offers the latest business and financial information, including coverage of management, advertising, human resources, finance, and information technology-related topics.
 - **Business Source Complete:** This is a scholarly business database providing full-text access to over 1,600 peer-reviewed business journals. It includes strong coverage of disciplines such as marketing, management, MIS, accounting, finance, and economics. Non-journal content includes conference proceedings, case studies, investment research reports, industry reports, market research reports, country reports, company profiles, and SWOT analyses.
- [Summon](#) is a library search engine that provides access to relevant, scholarly material through a single search box. You can use Summon to find journal articles, books, and newspapers in the library collection. Most (but not all) library materials are accessible through Summon.
- E-books are full texts available in the library.

Writing Center Resources

Visit the Capella Online Writing Center's [APA Style and Format](#) page for APA (sixth edition) style and formatting guidelines and resources. This resource will be helpful to you as you complete the course's written assignments.

u01s3 - Project Overview and Preparation

A major focus of this course will be the application of what is studied. For your course project, you will develop a hands-on, functional training program. You will develop this course project in stages reflecting the ADDIE model (which is presented in this unit). The course project will be developed through some of your study activities as well as the project-related assignments you will submit throughout the quarter. You are advised to complete the project-related studies during the unit in which they appear, regardless of the fact that you will not be required to submit them during those units, in order to avoid later time constraints.

Complete the following to begin your project:

- Read the Employee Training and Development Program project and the project-related activities.
- Click [Steps to Create a Training Program](#) to view a presentation that describes the overall course project and development process in more detail.
- Use the Capella library to research and select a topic for training, to use for your course project. You will use this topic in the Unit 4 assignment, Designing a Training Program.

Note: While the Association for Talent Development (ATD) and the Society for Human Resource Management (SHRM) are both obvious places to search for information on the field of training, you will be expected to use other sources in your research for this course. There are many other great sources available to you. For example, a search of the Capella library under the topic of "employee training" should yield a large number of results.

u01a1 - Training and Development Information Sources

Overview

By successfully completing this training and development assignment, you will demonstrate your proficiency in the following course competencies:

- Assess an organization's strategic plan for training.
- Identify effective organizational processes and roles for employee development.

Assignment Instructions

Using the Capella library, select *one* peer-reviewed article that adds to your knowledge of the field of training. Do *not* use an article from ADT or SHRM for this assignment.

Write an analysis of your chosen article that includes the following:

- Describe the essential objectives of the selected article.
- Explain how the article supports your knowledge of training and development.

Assignment Requirements

- **Written communication:** Write in a professional style with correct grammar, usage, and mechanics.
- **Resources:** Include at least 1 peer-reviewed resource that is *not* from ATD (the Association for Talent Development) or SHRM (the Society for Human Resource Management).
- **APA formatting:** Use current APA style and formatting to present your references and citations.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Refer to the Training and Development Information Sources Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Writing Feedback Tool](#)

u01d1 - The Key Link Is Organizational Strategy and Training

Most of us are very familiar with the Amazon corporation and the phenomenal record of growth it has shown. Yet, not many of us know what goes on beneath that record of growth, and how the company functions based on a strongly developed corporate strategy. In your studies for this unit, you read an article, "Jeff Bezos Explains the Next Step in Amazon's Strategy," in which Bezos explained one strategy step called "customer delight."

For a minute, assume you are in charge of developing a training program to help Amazon meet that goal of "customer delight." (One definition of *delight* is to give great pleasure, satisfaction, or enjoyment.) Your role is to train Amazon employees who answer the telephone.

Write a discussion post in which you address the following:

- Identify three types of training you would implement to help Amazon meet this strategic goal.
- Identify at least two specific topics you would include in this training. Explain why you selected these topics and how they would address this strategic goal.

Response Guidelines

Read the posts of your peers and respond to at least two others. When responding, seek clarification or share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

[Jeff Bezos Explains the Next Step in Amazon's Strategy—The 'Hardest and Coolest' Part](#)

u01d2 - Generational Differences

One of the key issues developing in the field of training is demographic shifts in the workforce. While workforce shifts in race and ethnicity are generally well documented, other changes, such as generational differences, are often less well-noted. Generally, each generation has trouble understanding the attitudes and values of the generations that came before and after their own.

Review the [The Millennials Are Coming](#) video and the [Generational Differences Chart](#) from your studies for this unit, then write a discussion post that addresses the following:

- Do you agree with the evaluation of the millennial generation in the video? Why or why not? Be specific in your reasoning.
- How would having a group of trainees with members from each of the four generations described in the chart impact how you might have to develop a course in sexual harassment?

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification or share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[The Millennials Are Coming! | Transcript](#)

[Generational Differences Chart](#)

Unit 2 >> Learning, Motivation, and Performance

Introduction

In Unit 2, you will examine learning theory.

What trainees will take away from a training program depends on three critical components:

- The trainee's characteristics – how they learn, what they already know, and their motivation to learn the material being presented. Have you ever taken a required course you simply did not want to take? Compare how you reacted to this experience with taking a course in your major, or taking a course to help you in your current job.
- The training design – the program itself. Have you ever had a bad trainer or teacher who is not motivated to teach the material? How does that trainer compare to someone who is knowledgeable and motivated to actually do the training?
- The work environment. Have you ever learned something and never used it again? If you took two years of high school Latin, your training in that language might be a dim memory. On the other hand, taking a German course prior to spending a year in Germany produces a whole different result.

What are the outcomes of learning? We can learn verbal skills (such as being able to name the 50 states), intellectual skills (such as learning to use Blackboard to take a course), motor skills (such as learning to drive a car), attitudes (like not procrastinating on an assignment), and cognitive strategies (such as how to diagnose a computer problem).

How do people learn? Remember, workplace training deals with adults, not children, so we must focus on the adult audience. There are many theories of learning and they come from a variety of sources (including psychology, education, and sociology). These theories include:

- **Reinforcement theory** – We learn by seeking rewards and avoiding punishment.
- **Social learning theory** – We learn by observation.
- **Goal theories** – We learn by setting goals.
- **Need theories** – We learn to satisfy a need.
- **Expectancy theory** – We learn to perform better for some desired reward.
- **Adult learning theory** – Adults are self-directed and need to know why they are learning something. Adults bring actual experiences to learning, are focused on solving problems, and want to use what they learn immediately.
- **Information processing theory** – This theory focuses on how the brain processes information.

How does training move from the training environment to on-the-job? First, the training should be as real and identical to life as possible. Think about CPR training and learning to fly a jet airplane as examples. You cannot learn these by watching a video or by listening to a lecture. Some programs focus on teaching general principles (and key behaviors) to transfer the training. Examples of this type of training are medical diagnosis and automobile repair programs. Finally, there is the cognitive theory of transfer, which is based on the ability to retrieve important information when needed. This requires training to be meaningful (and useful) to the trainee.

Another focus of this unit will be how people learn, or *learning styles*. We learn in different ways—some of us listen and some take notes, for example. You will examine learning styles through a discussion in this unit.

People learn best when they know the objectives of the program (notice how Capella courses feature learning objectives). Pay attention to the readings, as they will be a critical part of your project development.

Learning Activities

u02s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 3, "Learning, Motivation, and Performance," pages 56–88.
 - This chapter presents the theoretical approaches that provide a framework for the application of training. Theories are defined as abstractions that allow us to make sense out of a large number of facts that come from similar situations. The chapter uses an interesting case to illustrate how theories (such as need theories and process theories) can help explain what we observe on the job. The chapter also examines the link of self-efficacy with motivation, and how motivation is a design factor for effective training.

Use the Internet to complete the following:

- Read Cherry's article, "[VARK Learning Styles](#)," to learn more about visual, aural, reading, and kinesthetic learning. This article raises the interesting question, "Does it help to match teaching styles to learning styles?"
- Read McGlone's 2011 article, "[Adult Learning Styles and On-line Educational Preference](#)," from *Research in Higher Education Journal*, volume 12, pages 1–9.

Multimedia

- Click [Overview of Primary Learning Styles](#) to view a presentation on training options for visual, auditory, verbal, and kinesthetic learners.

u02s2 - VARK Learning Styles

Complete the following to prepare for your discussions in this unit:

- Click [The VARK – Learning Styles: How People Learn](#) to view a presentation on the VARK tool.

- Trainers need to have an understanding of how people learn, in order to address the different learning styles using diverse methods of instruction. It is helpful to vary your instruction to meet a variety of learning styles.
- Complete "[The VARK Questionnaire](#)" to identify your learning style.
 - **Note:** the VARK was developed in New Zealand and uses British phrasing. For example, *tick* is what Americans would call *check*. When answering the questions, you can check (tick) more than one answer, or select no answer.
 - Refer to help sheets on the Web site for additional insight into the different learning styles.

u02s3 - What Makes Training Effective or Ineffective

We have all been through a number of training programs in our lives, starting with some simple ones (such as how to hit a baseball or bake a cake), moving on to more complex ones (learning to drive a car, or to take advanced math or a foreign language course), and building to many job-related ones (training in computers, accounting, or sales techniques). Through your own experiences, you have probably already recognized that not all training experiences are equally effective.

Consider the following scenario:

An Example of Ineffective Training

An organization conducted required computer training for its employees. There was one computer at the front of the classroom for about 50 learners. The instructor covered the material quickly, but kept saying, "Your system probably won't work this way." He then gave the trainees a handout, which he said was wrong, but he never explained what was right. The class was 90 minutes long, including time for questions. The only questions asked were from staff experts, who discussed some specific and very technical issues that were of no value to the rest of the attendees. The results were a non-working computer system and trainees who felt that the program was a waste of 90 minutes.

Based on the readings from this unit and your own training experiences, reflect on what makes training effective or ineffective. Recall one ineffective training experience from your own life, and write a summary that addresses the following:

- Identify three motivation principles that were missing from this experience and explain how they were absent.
- Describe improvements that could be made to the training, and analyze those improvements for making the training experience more effective.

You will use this summary in a Unit 5 discussion.

u02d1 - VARK Learning Styles

For this discussion, address the following:

- Share your results from the VARK questionnaire and describe your own learning style.
- One question trainers often ask is, "How can I accommodate different learning styles in a class?" Recommend the best solution to this question, using properly cited sources to support your answer.

Response Guidelines

Read the posts of your peers and respond to at least two. Describe how the different styles in the class can both help and hurt your ability to work together. When responding, seek clarification or share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d2 - Online Learning and Learning Styles

By taking this course, you are currently engaged in an online learning environment. Based on your VARK learning style and your background in higher education (some of you have learned in both traditional and online environments, whereas some have only studied online), address to the following:

- Do you think that the online learning environment is best suited to a particular learning style? Why do think so?

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, use your personal experiences and observations to seek clarification and provide feedback.

Course Resources

u02q1 - Learning, Motivation, and Performance

This multiple-choice quiz will gauge your understanding of the material presented thus far in the course. The quiz provides an opportunity for you to demonstrate your mastery of the following course competency:

- Demonstrate effective training program design, development, and implementation.

Read the following instructions before taking the quiz:

- You must access, take, and submit the quiz in this unit.
- You will be able to access and take the quiz only one time. Do not access the quiz until you are ready to complete it. You cannot retake the quiz to change your grade. Once your grade is recorded, it cannot be changed.
- There is no time limit on the quiz.
- There are 10 multiple-choice questions.
- Once you have answered all of the questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth 10 points.
- **Click** the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 3 >> Analyzing Training Needs

Introduction

In this unit, you will examine the first steps of developing a training program. As you begin, it is critical to identify the actual training need.

It is not uncommon for high-level managers to see a problem and decide that training is the answer, then call for a training program to be developed. Over the years there have been many examples of this type of training:

- A safety training program was developed for company car drivers because two accidents occurred in the snowiest winter ever seen in their area.

- A supervisory training program was developed for 11 supervisors due to a rising tardiness problem; however, analysis showed that only one of the departments was having an increase in tardiness.
- A very expensive team-building program was developed for over 1,000 employees who do not actually work in a team environment.

What these examples illustrate is that training can often be developed to solve the wrong problem. What should actually take place is a training needs assessment (TNA) or, as it is often called, a *gap analysis*. The gap this refers to is the difference between what the employees need to know and what they do know. This unit focuses on the importance of doing a TNA, who does this analysis, and the various methods of doing a TNA.

Learning Activities

u03s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 4, "Needs Analysis," pages 89–143, including Appendix 4.1.
 - The opening case study offers an excellent introduction to explaining why a training needs analysis (TNA) is so critical to conduct before developing a training program. The TNA model is visually presented in Figure 4.1 on page 93. In simple terms, a TNA gives us the gap between the *expected performance* (how we want employees to perform) and the *actual performance*. Table 4.1 on page 95 lists a variety of data sources that can be used to investigate performance gaps.

Use the Capella library to complete the following:

- Read Spicer's 2009 article, "[Building a Competency Model](#)," from *HR Magazine*, volume 54, issue 4, pages 34–36.
 - Competencies are sets of skills, knowledge, abilities, and attributes or characteristics that enable people to successfully perform jobs. This article describes how one organization developed a competency-based program as part of its TNA.
- Read Zemke's 1998 article, "[How to Do a Needs Assessment When You Think You Don't Have Time](#)," from *Training*, volume 35, issue 3, pages 38–44.
 - This article describes a fast needs assessment method based on sifting through found data.

CapraTek Multimedia

Your assignment for this unit will be based on your work with the CapraTek: Training Needs Assessment simulation. This simulation features a scenario in which you will create a training needs assessment (TNA) for CapraTek, a fictitious organization.

The CapraTek media simulation is designed to reflect issues that an HR professional would encounter in the real world. Using this simulation will require you to make some decisions about which employees to gather data from, and about what data to use in making estimates and projections. Unlike an accounting scenario, there are no absolute correct responses in the CapraTek simulation. Keep in mind that, in real-life HR situations, the answers to questions are seldom concrete, and will not be the same for everyone. In general, the process you use to generate, interpret, and utilize the data is more important than identifying a correct answer. The goal of developing this data is to drive employee performance in the direction of the organizational strategy.

- Click [CapraTek: Training Needs Assessment](#) to complete the simulation activity.
 - Familiarize yourself with the scenario and the information on the home panel of the media piece before you proceed to the activity.
 - This training needs analysis (TNA) simulation uses navigation that requires you to complete certain steps before moving on.
 - You will have the opportunity to go through the activity multiple times to see how different decisions affect the outcome.
 - Be sure to download your results after completing this simulation; you will use them in this unit's assignment.

u03a1 - Conducting a TNA at CapraTek

Overview

In developing a training program, you might interview subject matter experts (SMEs) to gather data on training needs. This assignment will help you understand how to create strong questions for SMEs, and use the interviews to provide key documentation and data about those training needs. This assignment is based on the interviews you conducted in the CapraTek: Training Needs Assessment simulation.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies:

- Assess an organization's strategic plan for training.
- Demonstrate effective training program design, development, and implementation.

Assignment Instructions

After completing the CapraTek: Training Needs Assessment simulation (which is presented in the unit studies), write an analysis of your experience and results. (Refer to your downloaded copy of the simulation results.) Addressing the following in your analysis:

- Justify the questions you selected for the SME interviews.
- Justify the SMEs you selected to interview.
- Analyze the training program objectives, based on the SME interviews.

Assignment Requirements

- **Written communication:** Write in a professional style with correct grammar, usage, and mechanics.
- **Resources:** Include at least 1 peer-reviewed resource that is *not* from ATD or SHRM.
- **APA formatting:** Use current APA style and formatting to present your references and citations.
- **Length of paper:** 5–6 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Refer to the Conducting a TNA at CapraTek Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Writing Feedback Tool](#)

u03d1 - The Importance of TNA

You have most likely experienced some training during your life; some of it good and to the point, some of it maybe not so good. Have you ever attended a training program where:

- You could not read the presentation slides?
- You knew you would never use the material?
- You were told your office does not use this information, but they would train you on the concepts anyway?

For this discussion, share a poor training situation you have experienced. Describe how a TNA could have corrected this program.

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification or share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 4 >> Designing a Training Program

Introduction

In this unit, you will take your first step in developing a training program for your course project: designing the training program. An outline for the program design process presents three phases of training:

- Pre-training:
 - Prepare, motivate, and energize the trainees.
 - Make sure the work environment supports and enhances the training.
- The learning event:
 - The location must be conducive to learning.
 - The material and course must be conducive to learning.
- Post-training:
 - Trainees use what they have learned.

This unit will present considerations that are important to designing a training program. These may also be called the *constraints* that limit what we do. Examples of constraints include who does the training, who to hire as a vendor, where we train, and how we design the program to maximize the transfer of training.

The importance of establishing good training objectives and the key factors in achieving effective transfer of training to the work setting will also be covered in this unit.

Learning Activities

u04s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 5, "Training Design," pages 144–198.
 - This chapter describes the issues or constraints that impact the design of a training program. Table 5.2 on page 149 offers a good summary of these factors. This chapter presents the importance of establishing effective training objectives and covers four types. Individual trainee differences and the motivational theories (which were discussed in an earlier chapter) are applied to actual training situations. This chapter also describes key issues for facilitating the transfer of training to work settings.

Use the links below to complete the following study resources:

- Read [Constraints in Designing Training Programs](#). This PowerPoint presentation presents issues to address before beginning to design a training program.
- Read [Internal Versus External Instructors](#) to learn more about who should conduct the training program.

Multimedia

- Click [Steps to Create a Training Program](#) to review your project assignment information. This unit's assignment is a component of the course project.

u04a1 - Designing a Training Program

Overview

This assignment is the first component of your course project to create an employee training and development program for a selected topic. For this assignment, you will create the initial design for your program, including a training needs analysis and training objectives.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competency:

- Demonstrate effective training program design, development, and implementation.

Assignment Instructions

Complete the following for this assignment:

- **Identify the general training topic you have selected for your training program (1–2 pages).**
Create your training scenario based on the topic you have selected. Include the following:
 - A general description of the training topic.
 - Why this training is needed.
 - Who is to be trained.

- How many are being trained.
- **Develop a training needs analysis for your topic** (3–4 pages). For the purposes of this project, you are not expected to actually conduct the training needs analysis (TNA). Instead, create the following information as if it is based on a TNA.
 - Identify what the trainees should know or be able to do after they have completed the training program. Research your topic to determine what you want your trainees to learn. Your sources might be anything from an Internet search for data, to a meeting with subject matter experts (SMEs) who are good at the task involved. For example, if your training topic is how to tile a wall, you might search the Internet for do-it-yourself instructions, or you might consult with a specialist at a home improvement store.
 - Summarize the results of your research or provide a set of the questions you would ask SMEs if you were to meet with them.
 - Identify what the trainees know or what they can do before the training.
 - Create a sample survey, a questionnaire, a set of interview questions, or an observation checklist. Include this in your assignment submission as a separate attachment.
- **Develop training objectives for your training program** (1–2 pages). Create 3–5 specific training objectives for your topic.
 - Create your objectives based on what you have determined the trainees should know (or be able to do) after attending the training program.
- **Design a training program for your topic** (3–4 pages). Define each of the following aspects and explain why you made the choices you did.
 - How long will the training program be?
 - Will there be one or more training sessions?
 - Will those who facilitate the training be internal or external instructors?
 - Where will the training program be held?
 - How will learners be motivated to learn?
 - Who is the intended audience for the training?

Assignment Requirements

- **Written communication:** Write in a professional style with correct grammar, usage, and mechanics.
- **Resources:** Include at least 1 peer-reviewed resource that is *not* from ATD or SHRM.
- **APA formatting:** Use current APA style and formatting to present your references and citations.
- **Length of paper:** 8–12 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Refer to the Designing a Training Program Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

[APA Style and Format](#)

[Writing Feedback Tool](#)

u04d1 - Designing Training That Works

Imagine that the organization for which you work has traditionally encouraged its employees to work independently on project assignments. Now, because of a shortage of resources, individual contributors will be asked to form teams to improve efficiency. You are tasked with designing a training program to promote a teamwork environment.

Discuss what type of training environment is best suited to assist employees with developing a new mindset that builds team spirit, morale, and support for success. Address the following in your post:

- What are some of the obstacles that might be encountered due to this environment shift?
- How will you design a training environment that minimizes these obstacles?

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification, share your personal training experiences that relate to their experiences, and provide feedback.

Unit 5 >> How Trainers Train

Introduction

This unit will focus on the methods used to train employees. You will examine the training methods that have been employed for many years, including lectures, discussions, and audio-visual materials. These traditional

methods are still effective in many training situations.

You will also study newer training methods, or those methods that have evolved since the development of computers and the Internet. Training methods have progressed rapidly in recent years, as a new generation of workers have entered the workforce.

Learning Activities

u05s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 6, "Traditional Training Methods," pages 199–248.
 - This chapter discusses various traditional training methods, including lectures, discussions, games, simulations, on-the-job training (OJT), and audio-visual methods. It describes the objectives and uses of each of these methods, along with the strengths and limitations of each type of training. Guidelines are presented for the effective use of each method.
- Read Chapter 7, "Electronic Training Methods," pages 251–273.
 - This chapter looks at the growing field of electronic (also called distance) learning, and the various techniques and guidelines used for training via electronic methods.

Multimedia

- Click [Working With Large Groups](#) to view a presentation on how to maximize involvement when training large groups.

u05s2 - Project - Recommending a Training Method

In your Unit 4 assignment, you selected a general training topic and developed specific learning objectives for the training program you are creating for your course project. Now, you will put this training program into action by selecting appropriate training methods for your learning objectives and recommending a training method for your program overall.

Using the readings from this unit, your training topic, and your learning objectives, develop a summary to be incorporated into the final course project. Address the following in your summary:

- Describe two possible training methods for each of your learning objectives, considering the pros and cons for each.
- Articulate the effectiveness of each training method on a trainee's motivation to learn.
- From the two possible training methods you have described for each learning objective, choose the one you think would be most effective for each objective. Explain why you recommend the training method you chose for each.
- From the most effective training methods you have identified, select the one training method you would recommend using for your training program overall, and explain your recommendation.

u05d1 - When Lectures Are an Effective Training Method

In today's corporate and academic world, lecturing as a training method is often seen as simply boring and something to be avoided. Despite this view, lectures are still commonly used (even online course can often feature long video lectures).

For this discussion, address the following:

- Can a lecture be an effective training tool?
- Under what circumstances do lectures work most effectively?
- Under what circumstances do they work least effectively?
- Use examples from your personal experiences to defend your points.

Response Guidelines

Read the posts of your peers and respond to at least two. Use your personal experiences to defend your points. Seek clarification, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d2 - What Makes Training Effective or Ineffective

In Unit 2, you summarized an example of poor training from your own experiences. Briefly describe this example of poor training. Address the following to illustrate why that training was ineffective:

- What three principles of motivation were ignored, and how were they ignored?
- What improvements would you recommend to make the selected training example more effective?

Response Guidelines

Read the posts of your peers and respond to at least two. Use personal experiences to defend your points. Seek clarification, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05q1 - Training Methods

This multiple-choice quiz will gauge your understanding of the material presented thus far in the course. The quiz provides an opportunity for you to demonstrate your mastery of the following course competency:

- Demonstrate effective training program design, development, and implementation.

Read the following instructions before taking the quiz:

- You must access, take, and submit the quiz in this unit.
- You will be able to access and take the quiz only one time. Do not access the quiz until you are ready to complete it. You cannot retake the quiz to change your grade. Once your grade is recorded, it cannot be changed.
- There is no time limit on the quiz.
- There are 10 multiple-choice questions.
- Once you have answered all of the questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth 10 points.
- **Click** the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Introduction

In this unit, you will examine all training program elements, including the trainer, room logistics and physical arrangements, the factors that can help make the training program effective, and the development of a complete lesson plan. The key elements of developing an effective on-the-job training program will also be presented.

Learning Activities

u06s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 8, "Development and Implementation of Training," pages 275–311.
 - This chapter reviews the key elements of instructional strategy, including the selection of an instructor and a training location. The concept of learning points is also presented and linked to training objectives.

Use the Capella library to complete the following:

- Read Chapter 2 of Jacob and Jones' 1995 e-book, [Structured On-the-Job Training: Unleashing Employee Expertise in the Workplace](#), pages 31–37.
 - While written in 1995, this book presents the definitive description of the structured on-the-job training process.
- Read Chapter 3 of Jacob and Jones' 1995 e-book, [Structured On-the-Job Training: Unleashing Employee Expertise in the Workplace](#), pages 41–55.
- Read Jacobs and Mohammad's 2012 paper, "[Developing Employee Expertise Through Structured On-the-Job Training \(S-OJT\): An Introduction to This Training Approach and the KNPC Experience](#)," from *Industrial and Commercial Training*, volume 44, issue 2, pages 75–84.
 - This paper is an application of the process described in the book by Jacobs and Jones.

Use the link below to complete the following study resource:

- Read [Practice and Feedback](#). We often think of training as providing information, but it should also involve having trainees practice what they learn and receive feedback on their performance. Use this reference sheet as a resource as you identify options for practice and feedback for training in both skills and concepts.

Multimedia

- Click [Selecting the Best Training Environment](#) to view a presentation on selecting the best training environment for three different scenarios.
- Click [Steps to Create a Training Program](#) to review project assignment information. You will use this information to develop your final project in Unit 10.

u06d1 - Training Venues

For this discussion, address the following:

- Describe an experience you have had, in which training (or education) was held in a suitable location. What made this location suitable for the type of training you received?
- Describe an experience you have had, in which training (or education) was not held in a suitable location. What made this location unsuitable for the type of training you received?

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification, share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 7 >> Training Program Evaluation

Introduction

The focus of Unit 7 will be the question, "Was the training worthwhile?" The basic framework for training evaluation is built from Kirkpatrick's four levels of evaluation: reaction, learning, behaviors, and results. This unit will present the collection and analysis of this data, how to assure this data is valid, and the different designs used for gathering data. The concept of *utility analysis* will also be presented.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2005). *Transferring learning to behavior: Using the four levels to improve performance*. San Francisco, CA: Berrett-Koehler Publishers.

Learning Activities

u07s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 9, "Evaluation of Training," pages 314–344.
 - Training evaluation should ask the question, "Did the training accomplish its purpose, and did the training provide value to the organization?" This chapter takes a look at the rationale for evaluating training, the types of data that we can collect, and the four levels of training evaluation developed by Don Kirkpatrick.
- Read Appendix 9-1, "Evaluation: The Validity Issues," pages 347–353.
 - This appendix describes utility analysis, which is a cost/benefit analysis. Cost is subtracted from benefit to determine the value (utility) of the training. The concept is useful, but the actual development of the data is complicated.

Use the Capella library to complete the following:

- Read Engel and Kapp's 2004 article, "[Sovereign Bank Develops a Methodology for Predicting the ROI of Training Programs](#)," from the *Journal of Organizational Excellence*, volume 23, issue 2, pages 51–60.
- Read Farrell's 2005 article, "[What's the ROI of Training Programs?](#)" from *Lodging Hospitality*, volume 61, issue 7, page 46.

Multimedia

- Click [Evaluating Training](#) for a general picture of training evaluation and what we might hope training results would look like.
- Click [Steps to Create a Training Program](#) to review project assignment information. This unit's assignment is another component of the course project.

Course Resources

[Steps To Create a Training Program](#)

u07a1 - Developing a Training Evaluation Plan

Overview

This assignment is a component of your course project to create an employee training and development program for a selected topic. In prior units, you selected a general training topic, developed specific learning objectives, recommended a training method for your program, and created a lesson plan. For this assignment, you will develop an evaluation plan for the training program.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competency:

- Demonstrate effective training program measurement and evaluation.

Assignment Instructions

Develop an evaluation plan for your training program, including the following:

- Write two or more of Kirkpatrick's evaluation levels (reaction, learning, behaviors, and results) into your training program plan. (Refer to your readings for this unit for background on Kirkpatrick's evaluation levels.)
- Explain how each of the evaluation levels will be measured. For example, will you use a sample questionnaire, an observer checklist, or a test?
- Describe the methodology you would use in the evaluation process. For example, would you use a pre-post training evaluation, a post-training evaluation, or a control group that does not receive the training but serves as a comparison group for evaluation?
- Justify your training program's evaluation plan.

Assignment Requirements

- **Written communication:** Write in a professional style with correct grammar, usage, and mechanics.
- **Resources:** Include at least 1 peer-reviewed resource that is *not* from ATD or SHRM.
- **APA formatting:** Use current APA style and formatting to present your references and citations.
- **Length of paper:** 5–6 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Refer to the Developing a Training Evaluation Plan Assignment Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

u07d1 - The Return on Investment of Training

In your *Effective Training* text, at the bottom of page 315, the authors tell us that *reaction* is the most commonly used method of evaluating a training program, and *ROI* is the least commonly used method (Blanchard & Thacker, 2013). However, it would seem that organizations would have more interest in ROI than in reaction.

- Based on your experiences with training programs that you have attended (or even university courses you have attended), why do you think the reaction method is more commonly used?
- Discuss an example of how a program you have participated in was evaluated, and how this evaluation might have been improved.
- Use properly cited sources as appropriate.

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification, share your personal training experiences that relate to their experiences, and provide feedback.

Reference

Blanchard, N. P., & Thacker, J. (2013). *Effective training* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

Unit 8 >> The Key Areas of Training

Introduction

Unit 8 will present a variety of key training topics that are covered in many typical training programs. First is the idea of new employee orientation (or *onboarding*). A key issue dealt with in most organizations is the issue of diversity training, a program often coupled with cross-cultural training. Sexual harassment is an issue that many organizations encounter, and training is an important step in preventing this problem. A current trend for many organizations is the use of functional work teams, instead of the traditional hierarchical structure. Work teams require a great deal of training to function well. In this unit, you will also develop the last key piece of your course project: developing a distance learning module for your training program.

Learning Activities

u08s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 10, "Key Areas of Organizational Training," pages 356–396.
 - This chapter reviews a number of important and specific training activities that are used by many organizations. It applies the ADDIE model to each of the training issues discussed, including training in new employee orientation (or onboarding), diversity, sexual harassment, teams (or team building), cross-cultural considerations, safety, people with disabilities, and basic skills (such as literacy).

Use the Capella library to complete the following:

- Read Acevedo and Yancey's 2011 paper, "[Assessing New Employee Orientation Programs](#)," from the *Journal of Workplace Learning*, volume 23, issue 5, pages 349–354.
 - This paper examines the importance of new employee orientation (NEO) programs, the quality of typical NEOs, and how to improve them.
- Read Goodman's 2012 paper, "[Training for Cultural Competence](#)," from *Industrial and Commercial Training*, volume 44, issue 1, pages 47–50.
- Read Preusser, Lynn, and Nordstrom's 2011 article, "[Sexual Harassment Training: Person versus Machine](#)," from *Public Personnel Management*, volume 40, issue 1, pages 47–62.
 - Computer-based training is being implemented in a rapidly growing number of organizations.
- Read Wagner, Vanevenhoven, and Bronson's 2010 article, "[A Top Ten List for Successful Online Courses](#)," from the *Journal of Online Learning and Teaching*, volume 6, issue 2, page 542.

Multimedia

- Click [Developing a Learning Management System Module](#) to learn the steps for trainers in developing an LMS model.

u08s2 - Project - Creating a Distance Learning Module

Your studies for this unit introduce the use of distance learning modules. A distance learning module can be used in any of the following ways:

- Before a group training, to develop the group's basic skills or knowledge.
- During the training program, to supplement classroom training.
- After the training program, to follow up.

To be effective, a distance learning module must contain:

- Information.
- Practice.
- Feedback.

Based on your studies for this unit, envision how you would use a distance learning module in your training program.

u08d1 - Diversity and Cross-Cultural Training

Working with coworkers who are from a different background, culture, or race from our own can be a challenge. Training people in how to function in a multicultural environment is critical to organizational success today. It can be very challenging for a training professional to develop and implement cross-cultural training. This is definitely one place for active involvement in the training program, and is critical to the program's success.

For this discussion:

- Briefly describe a diversity or cross-cultural program that you have attended that was successful. Why do you think this program was a success?
- If you have not previously attended a diversity or cross-cultural training program, describe what factors are necessary for this type of training to be successful.

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification, share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u08d2 - Employee Orientation Programs

You have most likely been part of a formal or informal new employee orientation program. Some of these experiences may have been positive and effective, while others may have been less than effective.

- Briefly describe a new employee orientation you have experienced.
- Provide two specific reasons why you feel the program was effective or ineffective.
- What changes (if any) would you recommend to improve the program and your experience?

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification, share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 >> Employee and Management Development

Introduction

In this unit, the course will move beyond the subject of training employees, which typically focuses on solving short-term performance issues, and into the long-term consideration of *developing* employees for their continued growth and their long-term future with an organization. Succession planning and developing a career plan for managers will also be presented.

Learning Activities

u09s1 - Studies

Readings

Use your Blanchard and Thacker text, *Effective Training*, to complete the following:

- Read Chapter 11, "Employee and Management Development," pages 399–434.
 - This chapter discusses the value of employee development and some techniques used to develop employees. It also presents management development techniques including job rotation, coaching, and mentoring; and discusses the role of managers.

Use the Capella library to complete the following:

- Read Bennett's 2003 article, "[Job Rotation](#)," from *Training Strategies for Tomorrow*, volume 17, issue 4, page 7.
- Read Garvey and Alred's 2000 article, "[Developing Mentors](#)," from *Career Development International*, volume 5, issue 4, pages 216–222.
- Read Gray's 2014 article, "[Succession Planning 101](#)," from *Professional Safety*, volume 59, issue 3, page 35.
- Read Hall's 2004 article, "[The Protean Career: A Quarter-Century Journey](#)," from the *Journal of Vocational Behavior*, volume 65, issue 1, pages 1–13.
- Read O'Neil and Marsick's 2009 article, "[Peer Mentoring and Action Learning](#)," from *Adult Learning*, volume 20, issue 1/2, pages 19–24.
 - This article provides a description of the action learning process and how it relates to the mentoring process.
- Read the anonymous 2008 article, "[Management Development Methods: How to Get the Right Balance](#)," from *Development and Learning in Organizations: An International Journal*, volume 22, issue 6, pages 29–31.

CapraTek Multimedia

The CapraTek media simulation is designed to reflect issues that an HR professional would encounter in the real world. Using this simulation will require you to make some decisions about which employees to gather data from, and about what data to use in making estimates and projections. Unlike an accounting scenario, there are no absolute correct responses in the CapraTek simulation. While this might seem untidy, keep in mind that, in real-life HR situations, the answers to questions are seldom concrete, and will not be the same for everyone. In general, the process you use to generate, interpret, and utilize the data is more important than identifying a correct answer. The goal of developing this data is to drive employee performance in the direction of the organizational strategy.

- Click [CapraTek: Succession Planning](#) to complete the simulation activity.

u09s2 - Project Preparation

In Unit 10, you will complete and submit your training program. You will be asked to incorporate peer feedback received in relevant course discussions and feedback from the instructor on relevant assignments. To prepare for your final project assignment, complete the following during this unit:

- Review the Training and Development Program project and examine the final assignment and its scoring guide.
- If you have not already done so, take time this week to incorporate feedback into your project assignments.
- Begin to assemble your work on the study activities and assignments from Units 4, 5, 6, 7 and 8 into your final program design.

u09d1 - Career Path Development

Address the following for this discussion:

- Have you worked in a job where you had a formal career path? If so, briefly describe that career path. How effective was it in helping you develop as an employee?
- If you have never had a formal career path (which is pretty common), address this discussion based upon your current career plans. Describe the formal career path you would like to have. How could it help you develop as an employee?
- Use any outside sources you need to help you in your discussion.

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification, share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 >> Putting Training and Development Together

Introduction

The major focus of this last unit will be the completion of your finalized training program, based on the work you have completed throughout the course. In addition, you will study a number of readings on a variety of topics, including the glass ceiling, the American with Disabilities Act, training for international assignments, and performance consulting.

Learning Activities

u10s1 - Studies

Readings

Use Capella library to complete the following:

- Read Gronhaug and Stone's 2012 article, "[The Learning Organization](#)," from *Competitiveness Review*, volume 22, issue 3, pages 261–275.
- Read Flynn's 2001 article, "[Mandated Training: Legal Dos and Don'ts](#)," from *Workforce*, volume 80, issue 9, pages 82–84.
- Read Hatch and Hall's 2002 article, "[Denial of Training Violates ADA](#)," from *Workforce*, volume 81, issue 1, page 72.
- Read Marshall, Smith, and Buxton's 2009 article, "[Learning Organisations and Organisational Learning: What Have We Learned?](#)," from *Management Services*, volume 53, issue 3, pages 14–19.
- Read Roberts, Conner, and Jones' 2013 article, "[An Experiential Learning Framework for Engaging Learners During Study Abroad Experiences](#)," from *NACTA Journal*, volume 57, issue 3, pages 28–35.
 - The purpose of this article is to present a model for engaging learners during study abroad activities, based on the literature related to experiential learning and cognition.
- Read Treven's 2003 article, "[International Training: The Training of Managers for Assignment Abroad](#)," from *Education and Training*, volume 45, issue 8, pages 550–557.
- Read Wilson's 2014 article, "[Diversity, Culture and the Glass Ceiling](#)," from the *Journal of Cultural Diversity*, volume 21, issue 3, pages 83–89.

Multimedia

- Click [Performance Consulting Versus Training](#) to view a presentation comparing these two approaches. You will use this presentation to complete a discussion in this unit.

- Click [Steps to Create a Training Program](#) to review your project assignment information. The final course project is due in this unit.

u10a1 - Training and Development Program

Overview

The course's final project is the development of a complete training program, using the ADDIE model. Your final project submission may include work you have completed in study activities and assignments from the first nine units of this course, with modifications based on feedback you have received. Your final training program should be clear, comprehensive, and precise enough for another trainer to present.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies:

- Assess an organization's strategic plan for training.
- Demonstrate effective training program design, development, and implementation.
- Demonstrate effective training program measurement and evaluation.
- Assess the impact of technology on an organization's training strategy.

Assignment Instructions

Begin your work on this by assuming you are developing a 2–3 hour classroom training program for the specific topic you have used in previous assignments. Your final project assignment should incorporate all of the following:

- A training needs analysis for your selected training topic.
- Training objectives for your training activities.
- An analysis of training methods for each learning objective, including a justification of why you selected each method.
- An illustration of how practice and feedback are incorporated to measure the transfer of learning.
- A timeline for your training program.
- A summary of how you would evaluate your training program.

Assignment Requirements

- **Written communication:** Write in a professional style with correct grammar, usage, and mechanics.
- **Resources:** Include at least 1 peer-reviewed resource that is *not* from ATD or SHRM.
- **APA formatting:** Use current APA style and formatting to present your references and citations.
- **Length of paper:** 8–10 typed, double-spaced pages.

- **Font and font size:** Times New Roman, 12-point.

Refer to the Training and Development Program Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Writing Feedback Tool](#)

u10d1 - Performance Consulting Versus Training

Refer to the Performance Consulting Versus Training multimedia presentation from the studies for this unit to complete this discussion. Based on the presentation, address the following:

- From your experiences and research, do you agree that the two roles presented in the media piece are mutually exclusive?
- Can they exist in the same organizational environment?
- In training programs you have participated in (as a trainee or as a trainer), which role has been most commonly used?

Justify your answers with examples from your personal experience and any other sources you find appropriate.

Response Guidelines

Read the posts of your peers and respond to at least two. When responding, seek clarification, share your personal training experiences that relate to their experiences, and provide feedback.

Course Resources

Undergraduate Discussion Participation Scoring Guide