MGT402 Training and Development
(3 credit hours)
Course Syllabus

Course Description

An advanced course designed to develop knowledge and skill in the design, development, delivery and evaluation of organizational and job-related training and performance improvement programs.

Course Learning Outcomes

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

1. Examine the context for organizational training and development.
2. Identify the fundamentals of training design and different aspects of the Instructional Design Model including needs assessment, learning theories, and transfer of training.
3. Examine and evaluate training and development methods.
4. Explain how organizations manage employee development and career management.
5. Describe the future of Training and Development.

Prerequisites/Corequisites

MGT317

Required Textbook(s) and Resources

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Noe, R. (2023). *Employee training & development (9th ed.).* New York, NY: McGraw Hill/Irwin.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the Tiffin University Library. You

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might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

In this course, a variety of learning activities will help guide you in mastering the course learning outcomes. Through discussions with your peers and weekly quizzes, you will become familiar with terms and concepts in the training and development profession. The Instructional Design Model will be emphasized as part of the major project - the creation of a training plan with smaller components of the project created and revised along the way.

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Grading Points Distribution

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (20) Activity 1.2 (30)		**Discussion** Activity 3.1 (30)	**Discussion** Activity 4.1 (30)	**Discussion** Activity 5.1 (30)	**Discussion** Activity 6.1 (30)	**Discussion** Activity 7.1 (30)	**200**
Quiz Activity 1.3 (10)	**Quiz** Activity 2.2 (10)	**Quiz** Activity 3.2 (10)	**Quiz** Activity 4.2 (10)	**Quiz** Activity 5.2 (10)	**Quiz** Activity 6.2 (10)	**Quiz** Activity 7.2 (10)	**70**
Assignment Activity 1.4 (50)	**Assignment** Activity 2.1 (60) Activity 2.3 (60)	**Assignment** Activity 3.3 (60) Activity 3.4 (60)	**Assignment** Activity 4.3 (60) Activity 4.4 (60)	**Assignment** Activity 5.3 (20) Activity 5.4 (60)			**490**
					Training Plan Activity 6.3 (200)	**Reflection** Activity 7.3 (40)	**240**
110	**130**	**160**	**160**	**120**	**240**	**80**	**1000**

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

Please see the Academic Bulletin for grade appeal information.

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Course Schedule and Weekly Checklist

Start Here

- ☐ MON: Activity 1.1: Look At Me! - Initial Post

Week 1: The Context for Training and Development

- ☐ WED: Activity 1.1: Look At Me! - Secondary Posts
- ☐ WED: Activity 1.2 Discussion: Annual Report - Initial Post
- ☐ THUR: Activity 1.3 Quiz: Chapters 1 and 2
- ☐ SAT: Activity 1.2 Discussion: Annual Report - Secondary Post
- ☐ SUN: Activity 1.4 Assignment: ATD Website Job Search

Week 2: Designing Training

- ☐ WED: Activity 2.1 Assignment: Develop a Competency Model
- ☐ THUR: Activity 2.2 Quiz: Chapters 3 and 4
- ☐ SUN: Activity 2.3 Assignment: Training Plan – Proposal

Week 3: Program Design

- ☐ WED: Activity 3.1 Discussion: Lesson Plans - Initial Post
- ☐ THU: Activity 3.2 Quiz: Chapter 5
- ☐ SAT: Activity 3.1 Discussion: Lesson Plans - Secondary Post
- ☐ SUN: Activity 3.3 Assignment: Training Plan - Task Analysis
- ☐ SUN: Activity 3.4 Assignment: Training Plan – Writing Learning Objectives

Week 4: Traditional Training Methods

- ☐ WED: Activity 4.1 Discussion: Training Evaluation - Initial Post
- ☐ THU: Activity 4.2 Quiz: Chapter 6 and 7
- ☐ SAT: Activity 4.1 Discussion: Training Evaluation - Secondary Post
- ☐ SUN: Activity 4.3 Assignment: Training Plan - Program Design
- ☐ SUN: Activity 4.4 Assignment: Training Plan - Evaluation

Week 5: Technology-Based Training Methods

- ☐ WED: Activity 5.1 Discussion: Training Technology - Initial Post

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☐ THU: Activity 5.2 Quiz: Chapter 8 and 9

☐ SAT: Activity 5.1 Discussion: Training Technology - Secondary Post

☐ SUN: Activity 5.3 Assignment: Training Plan - Technology

☐ SUN: Activity 5.4 Assignment: Successful Mentoring Program

Week 6: Social Responsibility

☐ WED: Activity 6.1 Discussion: Socially Responsible Practices - Initial Post

☐ THU: Activity 6.2 Quiz: Chapter 10

☐ SAT: Activity 6.1 Discussion: Socially Responsible Practices - Secondary Post

☐ SUN: Activity 6.3 Assignment: Training Plan Submission

Week 7: Future of Training and Development

☐ WED: Activity 7.1 Discussion: Future of Training - Initial Post

☐ THU: Activity 7.2 Quiz: Chapter 11

☐ SAT: Activity 7.1 Discussion: Future of Training - Secondary Post

☐ SUN: Activity 7.3 Assignment: Reflection

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your instructor will expect you to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
- Fully participate in all learning activities.
- Complete assignments as described in rubrics or other instructions.

- Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
- Utilize and incorporate instructor-provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: Digital Literacy: Netiquette and Internet Safety.
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You should expect your instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

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If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program, see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student-driven: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.

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