

# MGT 413

## Organizational Training and Personal Development

<b>Instructor:</b>	Remus Ilies
<b>Meeting:</b>	Monday and Wednesday 3 PM – 4:20 PM, in 307 Bessey Hall
<b>Course website:</b>	<a href="http://www.studies-online.org/MGT413">http://www.studies-online.org/MGT413</a>
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<b>Office hours:</b>	Monday and Wednesday 4:30–5:30

### I. Course Description and Objectives

In the emerging global, fast-paced economy, only those companies that are able to learn quickly and effectively will thrive. This course is an examination of individual and organizational strategies designed to stimulate learning in organizations. In addition, the course is aimed at facilitating your understanding of individual development from both organizational and personal perspectives.

In short, the course has been designed to accomplish two major objectives. First, you will learn the theoretical foundations and practical issues involved in employee training and development in business organizations. Second, this course will focus on personal development; the goal being to obtain greater self-knowledge that can be used to make you a more effective manager, leader and person.

Integrating the organizational and individual perspectives will enable students to understand how the match between personal and organizational development needs can lead to both individual satisfaction and well-being, and organizational learning and effectiveness.

#### Notes:

*Academic Honesty:* Article [2.3.3](#) of the [Academic Freedom Report](#) states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Eli Broad College of Business adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in [Spartan Life: Student Handbook and Resource Guide](#). Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course.

*Accommodations for Disabilities:* Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY).

### II. Course Materials

1. Noe, R. E. (2002). *Employee Training and Development*. New York: McGraw-Hill Higher Education.
2. Covey, S. R. (1989). *The seven habits of highly effective people*. New York: Fireside.
3. Course packet with additional readings, available at The College Store (in the Hannah plaza on Hagadorn)
4. Lecture notes will be uploaded to the course website before each class.

### III. Course Activities:

This course entails seven graded activities.

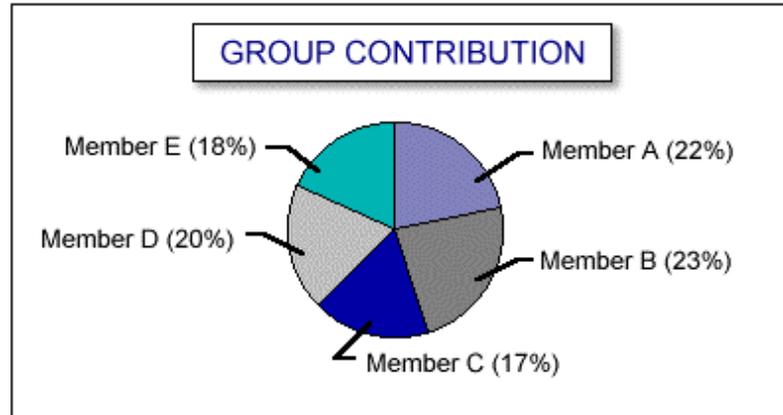
1. *Exam 1:* The first midterm exam will take place on Wednesday, February 25 during the regularly scheduled course time. This midterm will include all the material covered through Wednesday, February 18 (chapters 1-7 from Noe; articles 1-6; class lectures, exercises, video cases and discussions). The exam will consist of 50 multiple-choice questions.
2. *Exam 2:* The second midterm exam will be held on Monday, April 19 during the regularly scheduled course time. This midterm will mostly be focused on the material discussed after February 23 (chapters 8-12 from Noe; articles 7-16; class lectures, exercises, video cases and discussions). Like the first midterm, the second exam will contain 50 multiple-choice questions.
3. *Quiz:* The quiz has the purpose of assessing whether you have read the 7 Habits of Highly Effective People book. I will ask you to demonstrate that you read the book by describing one of the seven habits and/or explaining how it can be used in a real-life situation.
4. *Class Participation:* I expect students to make individual contributions to class discussions and activities. You will find that even a modest amount of time invested in preparation before the class (e.g., reading the textbook chapters and the assigned articles will enable you to make contributions to the discussion in class), along with a willingness to share your opinions, give examples from your experiences, and ask questions will greatly increase your ability to make valuable contributions. Participation points will be assigned based on a subjective assessment (on my part) of the quality as well as quantity of your participation.
5. *Self-Directed Learning Report:* When you join the workforce, learning will be a daily activity that is neither structured nor guided by a teacher. Most of your future knowledge and skill will be gained in a self-directed manner, initiated by you to accomplish a goal that you have committed to achieve. To provide you with experience in this process, I ask that you complete a self-directed learning activity with your group. I will provide an assignment sheet with more specific details about this paper. Your grade on this paper will be based, in part, on how your team members evaluate the quantity and quality of your work.
6. *Self-Directed Learning Presentation:* Based on your self-directed learning report, your group will make a 20-minute presentation to the class on your topic. We will discuss guidelines for an effective business presentation in class prior to these presentations. Unlike the self-directed learning report, the presentation grade will be the same for all team members. Presentations will be graded on both content and style.
7. *Personal Development Plan:* Each of you is required to design a program of individual self-development that will increase your personal effectiveness and your ability to achieve your personal goals. A handout with specific instructions will be given in class.

### IV. Grading

- a) *Total points.* The grades for the course activities listed above will be combined into your total points for this class as follows:

ACTIVITY	POINTS
Exam #1	100
Exam #2	100
Self-Directed Learning Report	50
Team Presentation	50
Covey Quiz	50
Class Participation	50
Personal Development Plan	100
<b>TOTAL</b>	<b>500</b>

- b) *Grading team reports.* Each team should attach a summary analysis of each group member's contribution to the report/presentation. This should be done in terms of a percentage allocation to each person, with the total of the percentages adding to 100%. In effect, group members will decide what percentage of the paper's grade will go to each student. For example, suppose a group consisted of 5 members (A, B, C, D, and E). If group members agree that effort and contribution were equal, then each group member would receive the same 20% allocation. (Members of a 4-person group would each receive 25%; a 3-person group would each receive 33.3%, etc). For another example, suppose group members decided effort/contribution were as follows:



Now assume that the presentation received a grade of 40/50 points. Each member would receive 40 points only if the allocation was equal. Using the second example, the points would be distributed as follows: 40 points \* 5 members = 200 points to be distributed.

MEMBER	POINTS RECEIVED	SAMPLE CONTRIBUTION
A	$200 * .22 = 44$ points	Did extra library/internet research
B	$200 * .23 = 46$ points	Did most of the writing, integrating others' input
C	$200 * .17 = 34$ points	Missed group meetings
D	$200 * .20 = 40$ points	Average contribution
E	$200 * .18 = 36$ points	Assignments late/not well done

- c) *Final grade.* Your final grade will be calculated based on your total points earned in the class, using the following scale:

PERCENT	POINTS	GRADE
90 – 100%	450 – 500.0	4.0
86 – 89.9%	430 – 449.9	3.5
80 – 85.9%	400 – 429.9	3.0
76 – 79.9%	380 – 399.9	2.5
70 – 75.9%	350 – 379.9	2.0
66 – 69.9%	330 – 349.9	1.5
60 – 65.9%	300 – 329.9	1.0
< 60%	< 300.0	0.0

- d) *Late Papers* will receive a deduction of 10% of the total points for each day that the paper is late. If a paper is late more than 5 days, it receives zero points.

## VI. Papers Included in the Course Packet

1. Van Buren, M. & Erskine, W. (2002). State of the Industry: ASTD's Annual Review of the Trends in Employer-Provided Training in the United States – Executive Summary. Alexandria, VA: ASTD
2. Pfeffer, J., & Veiga, J. F. (1999). Putting people first for organizational success. *Academy of Management Executive*, 13, 37-48.
3. Senge, P. M. (2003). Taking personal change seriously: The impact of Organizational Learning on management practice. *Academy of Management Executive*, 17, p.47.
4. Zemke, R. (1998). How to do a needs assessment when you think you don't have time. *Training*, March, p.38, 40, 42, 44.
5. Latham, G. P. (2000). Motivate employee performance through goal setting. In E. A. Locke (Ed.), *Blackwell handbook of principles of organizational behavior* (pp. 181-197). Malden, MA: Blackwell.
6. Broadwell, M. M. & Dietrich, C. B. (1996). How to get trainees into the action. *Training*, February, p.52-54, 56.
7. Galagan, P. A. (2000). E-learning revolution. *Training & Development*, December, p.25-31.
8. McCrae, R. R., & Costa, P. T. (1997). Personality trait structure as a human universal. *American Psychologist*, 52, 509-516.
9. Wright, T. A. (2003). What every manager should know: Does personality help drive employee motivation? *Academy of Management Executive*, 17, 131-133.
10. Zaleznic, A. (1992). Managers and leaders: Are they different? *Harvard Business Review*, March-April, 126-135.
11. Zemke, R. & Zemke, S. (2001). Where do leaders come from? *Training*, August, 44-48.
12. Bass, B. M. (1998). *Transformational leadership: Industry, military, and educational impact* (Ch. 1: Introduction, pp. 1-17). Mahwah, NJ: Erlbaum.
13. Griffith, C. (1998). Building a resilient work force. *Training*, 35, p. 54.
14. Bauer, T. N., & Taylor, S. (2001). When Managing Expatriate Adjustment, Don't Forget the Spouse. *Academy of Management Executive*, 15, 135-138.
15. Schein, E. H. (1996). Career anchors revisited: Implications for career development in the 21<sup>st</sup> century. *Academy of Management Executive*, 10, 80-89.
16. Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6, 10-19.

## VII. Tentative Course Outline

DATE	TOPICS	READINGS
1/12/04 (M)	<b>Introduction</b> A roadmap of the course Expectations Syllabus overview	-----
1/14/04 (W)	<b>Why training?</b> <b>Current trends in training and learning</b> INSTRUCTIONS FOR WEB SURVEYS	Noe Chapter 1 Van Buren and Erskine (2002)
1/19/04 (M)	<b>Holiday</b>	-----
1/21/04 (W)	<b>Strategic training</b> Training models Training and human resource management	Noe Chapter 2 Pfeffer and Veiga (1999) Senge (2003)
1/26/04 (M)	<b>Needs assessment</b> Methods Process	Noe Chapter 3 Zemke (1998)
1/28/04 (W)	<b>Learning Theories</b> Reinforcement theory Social learning theory Information processing theory	Noe Chapter 4

DATE	TOPICS	READINGS
2/02/04 (M)	<b>Adult Learning</b> Self directed learning model GUIDELINES FOR SDL PROJECT	Noe Chapter 4
2/04/04 (W)	<b>General Motivation Theories</b> Expectancy theory Goal-setting theory Social cognitive theory	Noe Chapter 4 Latham (2000)
2/09/04 (M)	<b>Transfer of Training</b> The process of training transfer Influences on transfer Trainee characteristics Training design Work environment	Noe Chapter 5
2/11/04 (W)	<b>Training Evaluation</b> Measuring relevant outcomes Validity threats Evaluation designs	Noe Chapter 6
2/16/04 (M)	<b>Traditional Training Methods</b> Presentations Hands-on methods Group building methods	Noe Chapter 7 Broadwell and Dietrich (1996)
2/18/08 (W)	<b>Elements of Effective Presentations</b> Preparation, openings and closings, motivation and creativity VIDEO SERIES EXAM REVIEW SHEET	-----
2/23/04 (M)	<b>Using Technology to Deliver Training</b> Multimedia and computer based training E-learning EXAM REVIEW	Noe Chapter 8 Galagan (2000)
2/25/04 (W)	<b>Midterm Examination #1</b>	Noe Chapter 1-7
3/01/04 (M)	<b>Employee development</b> Assessment Performance management Mentorship COURSE FEEDBACK INSTRUCTIONS	Noe Chapter 9
3/03/04 (W)	<b>Development: Assessment</b> Personality influences on satisfaction, motivation and performance Your personality scores PDP INSTRUCTIONS (READ COVEY)	McCrae & Costa (1997) Wright (2003)
3/08/04 (M)	<b>Spring Break</b>	-----
3/10/04 (W)	<b>Spring Break</b>	-----

DATE	TOPICS	READINGS
3/15/04 (M)	<b>Leadership development</b> Transformational leadership Training leaders Your leadership feedback	Zalaznic (1992) Zemke and Zemke (2001) Bass (1998)
3/17/04 (W)	<b>Cross-Cultural Training</b> GlobalEDGE™ Globalspeak.com COURSE FEEDBACK DISCUSSION	Noe Chapter 10 Bauer & Taylor (2001)
3/22/04 (M)	<b>Diversity Training</b> What is diversity Diversity and team and organizational performance PDP HELP (COVEY REMINDER)	Noe Chapter 10
3/24/04 (W)	<b>Career Management</b> What is a career? Career development Career management	Noe Chapter 11 Griffith (1998)
3/29/04 (M)	<b>Career Anchors</b> Schein's Career Anchors Theory Your career anchors: feedback and exercise PDP HELP (COVEY REMINDER)	Schein (1996)
3/31/04 (W)	<b>Special Career Management Issues</b> Socialization Dual career paths TEAM REPORT DUE	Noe Chapter 12
4/05/04 (M)	<b>Student Presentations</b>	-----
4/07/04 (W)	<b>Student Presentations</b>	-----
4/12/04 (M)	<b>Student Presentations</b> EXAM REVIEW SHEET	-----
4/14/04 (W)	<b>Student Presentations</b> EXAM REVIEW	-----
4/19/04 (M)	<b>Midterm Examination #2</b>	Everything
4/21/04 (W)	<b>Personal Development</b> Life and job satisfaction Happiness and Stress	Myers and Diener (1995)
4/26/04 (M)	<b>The 7 Habits of Highly Effective People</b> QUIZ DISCUSSION	Covey (1989)
4/28/04 (W)	<b>Course wrap-up</b> What have we learned? Course Evaluations PDP DUE	-----