



Peru State College  
**BUS 381 EMPLOYEE TRAINING & DEVELOPMENT**  
Syllabus – Fall Term I – 2011

**Instructor:** Sheri Grotrian, MBA  
**Office Hours:** Mon/Wed: 9:30-11:00 am & 1:00-2:00 pm  
Tues: available by appointment and online  
Thurs: 9:00-11:00 am  
Fri: 10:00-11:00 am by appointment and online  
**Office Location:** TJM 245  
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**Course Meets:** Fall Term I Online

**Required Textbook:** Employee Training & Development, 5<sup>th</sup> Edition, by Noe  
ISBN: 978-0-07-353034-5

**Additional Materials:** 3 book summaries will be completed during the course. These required books are “Fish!”, “The One Minute Manager”, and “Who Moved My Cheese?” (it is up to the individual student to obtain a copy of these books to complete the assignments)

**Required Software:** Assignments should be submitted using Microsoft Word.  
Microsoft PowerPoint is also required for the final project.

### **Course Description & Objectives**

This course is designed to assist students in the study of corporate training. Topics include needs assessment, theories and program design, transfer of training, traditional training methods, use of new technologies in training, and follow-up and evaluation of costs and benefits of training.

### **Upon completion of this course you should be able to:**

1. develop an understanding of organizational training and development;
2. learn how to plan, develop, and deliver needed training;
3. learn how to assess training needs and how to evaluate results; and
4. learn how to track ongoing follow-through.

## **Expectations & Instructional Approach**

As an eight-week online (Internet) course, we will move very quickly through a lot of material.

Active participation and self-motivation are vital to the online learning experience. Consequently, I expect you to read the material and be prepared to partake in the online discussions, assignments, projects, and other relevant assessments. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

## **Assessment and Grading**

### Read:

Read the assigned chapters from the textbook. You can also review chapter lecture notes/slide presentations that I provide. These are optional, but may help you to understand the material in each of the chapters.

### Discussion Board:

Discuss your responses/answers to questions that are provided various weeks. You will post your response on the Discussion Board. While you are not *required* to reply to your classmates, you are *encouraged* to do so if you desire the interaction.

### Weekly Assignments:

Individual weekly assignments are also required. Each assignment will be related to the applicable subject matter, including a few outside book readings. All weekly assignments are due on Sundays at Midnight (CST). HOWEVER, Week 8 assignments are due by Midnight on that **Thursday**. This is discussed in more detail later in the syllabus within the course schedule.

### Final Project:

In addition to the weekly assignments, there will be a final project assignment. Each week, you will develop a portion of the project. Week 6 is when the culminating project is due. This project is a method of assessment, rather than weekly quizzes.

### Late Assignment Policy:

The due date associated with each assignment and examination is definitive and will not be waived or excused except in extraordinary circumstances. Assignments received late will receive zero (0) points unless there are extraordinary circumstances. It is therefore critical that you keep up with your reading and coursework. If you anticipate being unavailable for some portion of the term, you may complete your work ahead with prior approval.

## Grading Scale

You will have the opportunity to earn a total of 320 points. Your final grade will be determined by the number of points you earn as noted below.

Discussion Board Assignments	33 pts.
Weekly Assignments	132 pts.
Weekly Final Project Assignments	60 pts.
Final Draft/Revisions to Final Project	65 pts.
Book Summaries	30 pts.
<b>Total Points</b>	<b>320 pts.</b>

The grading scale utilized for this course is as follows:

90-100%	A	70-74%	C
85-89%	B+	65-69%	D+
80-84%	B	60-64%	D
75-79%	C+	Below 60%	F

## **How to Submit Course Work**

All weekly assignments are located in the “Assignments” tab of the course site. All discussion board answers and optional replies should be posted to the Discussion Board.

Your weekly individual assignments should be submitted to the instructor via the “View/Complete Assignment” link provided in the Assignments folder when reviewing each weekly assignment. They are to be attached as **Word documents**, not typed in the “comments” box. You can view your individual feedback using the grade book. Simply ‘click’ on the grade you would like to see comments for, and it will provide an “Instructor’s Comments” section. I may also attach files for you to view, specifically **highlighting** grammatical issues or typing my personal comments in **blue**. Grades will be posted by Wednesday after the applicable deadline (unless you are informed otherwise).

You must observe all due dates in order to be successful in this course. Since we are on a fast-paced eight-week schedule, it is critical that you keep up with your weekly readings and assignments. Please keep a copy of all of your course work, just in case there is a technical problem that requires you to re-submit an assignment or posting. **Weekly assignments, including discussion board questions, are expected to be written thoroughly, using paragraph form and complete sentences (along with proper grammar and punctuation).** Grading Rubrics are provided in the Course Information folder defining how assignments are graded (including content quality and written quality).

## **College’s Incomplete Coursework Policy**

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

### **College's Academic Integrity Policy**

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

**COURSE NOTE:** It is in your best interest to complete all of the assignments yourself as I will be using a variety of techniques to detect any assignments you may TAKE from someone else, the Internet, etc. If found, this will result in a ZERO for the course.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

### **Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

### **Announcements and Student Questions**

I have created a special discussion board forum for announcements and student questions. It is the first one on the discussion board page, and it is titled: "Announcements and Student Questions." This is where I will post comments about the course materials and weekly assignments. My preference is that you post your questions to this forum so that all students see your questions and the answers I have provided. However, if you prefer to email me your question privately, you may do so and I will respond to you by private email. I will respond to all emailed and posted questions within 24 hours, unless I notify you that I will be without Internet access for an extended amount of time. Please print this syllabus so you can contact me in the event that Blackboard is down or you have computer problems.

### **Modification of Course Syllabus and Course Schedule**

The instructor reserves the right to modify any part of this course syllabus and course schedule. Any such modifications will be communicated to students in advance of becoming effective.

## Check Your Acornmail Often!

Some of my correspondence with you may be via PSC Acornmail. You automatically have an account created for you—please check it often—daily would be a good habit to get into! I may send you individual and group/class notes or comments about your coursework and performance.

## Tentative Course Schedule

<u>Week of</u>	<u>Topics</u>	<u>Assignment Due Dates</u>
Aug 22 – Aug 28 Chapters 1, 2	Introduction to Employee Training & Development Strategic Training	Week 1 Assignments Due August 28
Aug 29 – Sept 4 Chapters 3, 4	Needs Assessment Learning: Theories and Program Design	Week 2 Assignments Due September 4
Sept 5 – Sept 11 Chapters 5, 6	Transfer of Training Training Evaluation	Week 3 Assignments Due September 11
Sept 12 – Sept 18 Chapters 7, 8	Traditional Training Methods E-Learning and Use of Technology in Training	Week 4 Assignments Due September 18
Sept 19 – Sept 25 Chapters 9, 10	Employee Development Special Issues in Training & Employee Development	Week 5 Assignments Due September 25
Sept 26 – Oct 2	Final Project	Week 6 Assignments Due October 2
Oct 3 – Oct 9 Chapters 11, 12	Careers and Career Management Special Challenges in Career Management	Week 7 Assignments Due October 9
Oct 10 – Oct 14 Chapter 13	The Future of Training and Development	*Week 8 Assignments Due <b>October 13</b>

\*\* Because the term ends on Friday,  
final assignments are due by **THURSDAY, October 13** at Midnight...no exceptions!

The following rubrics help to explain how the points are objectively distributed.

**DISCUSSION BOARD RUBRIC (Weeks 1 and 3)**  
**CASE STUDY/CURRENT EVENT RUBRIC 8 Points**

<b>6 Points Received</b>	<b>4 Points Received</b>	<b>2 Points Received</b>	<b>1 Point Received</b>	<b>0 Points Received</b>
<b>Content Quality</b> Information is thoroughly addressed	<b>Content Quality</b> Information is acceptably addressed	<b>Content Quality</b> Information is somewhat addressed	<b>Content Quality</b> Information is vaguely addressed	<b>Content Quality</b> Information has not been addressed
<b>2 Points Received</b>	<b>1 Point Received</b>	<b>0 Points Received</b>	<b>0 Points Received</b>	<b>0 Points Received</b>
<b>Written Quality</b> No errors, spelling and punctuation are excellent	<b>Written Quality</b> 1-2 errors, minor errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 3-4 errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 5 errors, multiple errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> More than 5 errors in writing
Maximum Points Available – 8				

**DISCUSSION BOARD RUBRIC (Week 6)**  
**TRAINING PROJECT COMMENTS RUBRIC 6 points**

<b>4 Points Received</b>	<b>2 Points Received</b>	<b>1 Point Received</b>
<b>Content Quality</b> Thoroughly and completely commented about training design selected.	<b>Content Quality</b> Commented about training design selected.	<b>Content Quality</b> Vaguely commented about training design selected.
<b>2 Points Received</b>	<b>1 Point Received</b>	<b>0 Points Received</b>
<b>Written Quality</b> No errors, spelling and punctuation are excellent	<b>Written Quality</b> 1-2 minor errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 3 or more errors are made in spelling, punctuation, & sentence structure
Maximum Points Available – 6		

**DISCUSSION BOARD RUBRIC (Week 8)**  
**FEEDBACK RECOMMENDATIONS RUBRIC 6 points**

<b>4 Points Received</b>	<b>2 Points Received</b>	<b>1 Point Received</b>
<b>Content Quality</b> Thorough and complete comments/recommendations made.	<b>Content Quality</b> Basic comments or recommendations made.	<b>Content Quality</b> Vague or no comments or recommendations made.
<b>2 Points Received</b>	<b>1 Point Received</b>	<b>0 Points Received</b>
<b>Written Quality</b> No errors, spelling and punctuation are excellent	<b>Written Quality</b> 1-2 minor errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 3 or more errors are made in spelling, punctuation, & sentence structure
Maximum Points Available – 6		

## DISCUSSION QUESTIONS RUBRIC

The following rubric helps to explain how the points are objectively distributed.

### Chapter Discussion Question Assignment Maximum 9 Points

<b>6 Points Received</b>	<b>4 Points Received</b>	<b>2 Points Received</b>	<b>0 Points Received</b>
<b>Content Quality</b> All questions are answered thoroughly and correctly	<b>Content Quality</b> Two (2) questions are answered thoroughly and correctly	<b>Content Quality</b> One (1) question is answered thoroughly and correctly	<b>Content Quality</b> Zero questions are answered thoroughly and correctly
<b>3 Points Received</b>	<b>2 Points Received</b>	<b>1 Point Received</b>	<b>0 Points Received</b>
<b>Written Quality</b> No errors, spelling and punctuation are excellent	<b>Written Quality</b> 1-2 errors, minor errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 3-4 errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 5 or more errors in spelling, punctuation, & sentence structure
Maximum Points Available 9			

## APPLICATION ASSIGNMENTS RUBRIC

The following rubric helps to explain how the points are objectively distributed.

### Chapter Application Assignment Maximum 5 Points

<b>4 Points Received</b>	<b>3 Points Received</b>	<b>2 Points Received</b>	<b>1 Point Received</b>
<b>Content Quality</b> Assignment is answered thoroughly and correctly	<b>Content Quality</b> Assignment is answered but needs to be more thorough	<b>Content Quality</b> Assignment is missing some significant components	<b>Content Quality</b> Assignment is vague and incorrect
<b>1 Point Received</b>	<b>1 Point Received</b>	<b>0 Points Received</b>	<b>0 Points Received</b>
<b>Written Quality</b> No errors, spelling and punctuation are excellent	<b>Written Quality</b> 1-2 errors, minor errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 3-4 errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 5 errors, multiple errors in spelling, punctuation, & sentence structure
Maximum Points Available 5			

**\* Points are only awarded to assignments submitted ON TIME.**

The following rubric helps to explain how the points are objectively distributed.

**ONE-PAGE BOOK SUMMARY RUBRIC**

**One-Page Book Summary Assignment Maximum 10 points**

<b>7 Points Received</b>	<b>5 Points Received</b>	<b>3 Points Received</b>	<b>1 Points Received</b>
<b>Content Quality</b> Summary is completed thoroughly and correctly	<b>Content Quality</b> Summary is completed	<b>Content Quality</b> Summary is completed but lacks some significant components	<b>Content Quality</b> Summary is vague and incorrect
<b>3 Points Received</b>	<b>2 Points Received</b>	<b>1 Point Received</b>	<b>0 Points Received</b>
<b>Written Quality</b> No errors, spelling and punctuation are excellent	<b>Written Quality</b> 1-2 errors, minor errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 3-4 errors in spelling, punctuation, & sentence structure	<b>Written Quality</b> 5 errors, multiple errors in spelling, punctuation, & sentence structure
Maximum Points Available - 10			

Book Summaries are to be double-spaced, 12-point Times New Roman with 1-inch margins.

**\* Points are only awarded to assignments submitted ON TIME.**