

App-10/16/07 07-15c  
Info. 11/6/07

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

Course: MGMT 401 Management Development and Training

Instructor(s) of Record: Maali H. Ashamalla, Ph.D. and Frederick J. Slack Ph.D.

Phone: 724-357-7562 and 724-357-7737

Email: ashamalla@iup.edu and fslack@iup.edu

### Step One: Proposers

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
2. How will each objective in the course be met using distance education technologies?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
3. How will instructor-student and student-student, if applicable, interaction take place?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
4. How will student achievement be evaluated?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
5. How will academic honesty for tests and assignments be addressed?  
(see attached completed Undergraduate Distance Education Review Questionnaire)

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Prashanta B. S.  
Signature of Department Designee

9/20/07  
Date

Received

SEP 21 2007

Endorsed:

Maali H. Ashamalla  
Signature of College Dean

9/20/07  
Date

Liberal Studies

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.



**Undergraduate Distance Education Review Questionnaire**

**MGMT 401 Management Development and Training**

**Step One: Proposer (Provide a brief narrative rationale for items A1 – A5)**

**A1 How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

**Qualifications for Distance Education Delivery Method**

**Maali H. Ashamalla, Ph.D.**

Has used WebCT distance education as a supportive component of MGMT 401 Management Development and Training classroom setting course

**Frederick J. Slack, Ph.D.**

Has used WebCT distance education delivery for MGMT 310 Principles of Management (five semesters).

Has used WebCT distance education delivery for MGMT 400 Compensation Management (two semesters).

Has used WebCT distance education delivery for MGMT 402 Seminar in Human Resource Management (one semester).

Has used WebCT as a supportive component of MGMT 401 Management Development and Training classroom setting course.

Has used WebCT as a supportive component of MGMT 311 Human Behavior in Organizations classroom setting course.

In addition, has used WebCT as a supportive component of MGMT 405 Organizational Staffing classroom setting course.

**Qualifications for the Discipline  
(MGMT 401 Management Development and Training)**

**Maali H. Ashamalla, Ph.D.**  
Professor of Management

Ph.D., City University of New York

Has taught MGMT 401 Management Development and Training in a classroom setting for twenty semesters.

**Frederick J. Slack, Ph.D.**  
Associate Professor of Management

Ph.D., Graduate School of Business, University of Pittsburgh, 1979.

Has taught MGMT 401 Management Development and Training in a classroom setting for three semesters.

Has used WebCT as a supportive component of MGMT 401 Management Development and Training classroom setting course.

Member of the Indiana County Area Society for Human Resource Management (ICASHRM) providing pro-bono training regarding Management Development and Training.

**Certified Management Development and Leadership Trainer by a number of professional service organizations, such as: (1) The Quality Improvement Company, (TQIC), Cupertino, CA., (2) Management Research Group Leadership Training Institute, Portland, ME., (3) American Consulting Engineers Council (ACEC), Washington, D.C., and (4) Development Dimensions International, Inc., (DDI), Bridgeville, PA., among others.**

#### **Relevant Publications for Maali H. Ashamalla and Frederick J. Slack**

Orife, John N., **Frederick J. Slack**, and John Ryan, "Organisational Values and Employee Satisfaction," Nigerian Management Review, Volume 12 No. 1, June – November, 2000, pp. 897-907.

**Ashamalla, M. H.**, A. Mohamed, and M. Ghobashy, "E-Training: A Future Substitute for C-Training?" Journal of Global Competitiveness, Volume 9, Number 1, 2001.

**Ashamalla, M. H.** and M. Crocitto, M., "Student-Generated Cases as a Transformation Tool," Journal of Management Education, Volume 25, Number 5, 2001.

Mohamed, A. Amin, John N. Orife and **Frederick J. Slack**, "Organizational reputation: A literature review and a model," International Journal of Management, 2001.

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Chaubey, Manmohan, Ramesh Soni and **Frederick J. Slack** "An Analytic Hierarchy Process Model of Arbitration," Journal of Collective Negotiations in the Public Sector, Volume 29 No. 4, July, 2001.

**Ashamalla, M. H.**, and A. Mohamed, "Effect of Recruitment Outsourcing on Job Applicant Perceptions," Business Research Yearbook, 2002.

Ryan, John, Frederick J. Slack and Ramesh Soni, "Towards a Contingency Approach of Information Center Management," DIAS Technology Review, The International Journal for Business & IT, Volume 1 No. 2, October 2004 – March 2005, pp. 8-19.

Ashamalla, M. H. and J. N. Orife, (2006). "Business Plans: Are they relevant in today's environment," Journal of Small Business and Entrepreneurship, 2006.

**A2 How will each objective in the course be met using distance education technologies?**

**Objective 1)** It is expected that upon successful completion of the course, students will be provided an overview of the training and development area as a function of management. This objective will be met by students through (a) an understanding of Chapter 1, (b) accessing outside internet information sources related to management development and training, such as, WorldatWork – [www.worldatwork.org](http://www.worldatwork.org). and "Best Companies to Work For" reports in Forbes and other publications, and (c) by successful completion of an Assignment and Discussion related to exploring the field of management development and training, as in the following:

**Describe the relationship between HR and HRD functions in a large organization. How might a small organization handle the responsibilities of these two areas as it relates to training and development?**

In large organizations the HRD function is a subsystem of the HR function, which is a subsystem of the whole organization. The organization's mission, strategies, etc. all represent sources of input into the training subsystem that are filtered through the HR function. These inputs are translated by the training subsystem into useable input (organizational and employee needs, training budgets, etc.). This input is then used to produce the outputs of the training system. The training function is typically staffed with specialists, has layers of management, and has greater coordination difficulties between different parts of the training process.

Typically in smaller organizations these two functions will be combined into one function. Smaller organizations can operate effectively with a less formal and systematic approach to training than larger organizations.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on management development and training topics.

~~—Objective 2)—It is expected that upon successful completion of the course, students will be enabled to examine the various elements of training and development systems and their inter-relationships. This objective will be met by students through (a) an understanding of Chapter 4, (b) accessing outside internet information sources related to management development and training, such as, Society for Human Resource Management – [www.shrm.org](http://www.shrm.org), and (c) by successful completion of an Assignment and Discussion related to management development and training as in the following:~~

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on management development and topics.

**Objective 3)** It is expected that upon successful completion of the course, students will be enabled to discuss contemporary issues and practices in the area of training and development. This objective will be met by students through (a) an understanding of Chapter 7, related to Computer-Based Training Methods, (b) accessing outside internet information sources related to management development and training, such as, American Society for Training and Development – [www.astd.org](http://www.astd.org)., and (c) by successful completion of Assignments and Discussions, such as:

1. How does programmed instruction (PI) allow the trainee to work at his or her own pace?

PI is the process of leading a trainee systematically through new information in a way that facilitates the most efficient learning. At its most basic level, PI provides the trainee with information, asks a question, and, based on the response, goes to the next bit of information, and so forth. PI allows trainees to learn more material more quickly and retain it longer with less frustration by (1) programming small learning steps resulting in fewer response errors, (2) requiring frequent active responses by trainees, (3) providing immediate feedback to trainee responses, (4) allowing trainees to move through the material at their own pace, and (5) frequently reviewing the material.

2. How does an Intelligent Tutoring System (ITS) differ from programmed instruction?

An Intelligent Tutoring System is a more sophisticated form of programmed instruction. It uses artificial intelligence to assist in

tutoring the trainee. An ITS can learn from its own process and provides guidance when selecting the appropriate level of instruction to the trainee. ITS improves upon PI in these ways:

- Generates instruction that matches the individual trainee's needs.
- Communicates and responds to trainee questions.
- Models the trainee's learning processes
- Determines what information should follow based on previous trainee responses
- Determines the trainee's level of understanding of the topic
- Improves its strategies for teaching the trainee based on the trainee's responses.

3. What learning processes are most influenced by interactive multimedia (IM)? Which are influenced the least?

The following is generally true for all CBT methods, but specifically for IM.

**Attention:** IM is good at capturing and retaining trainee attention.

**Retention-Symbolic Coding:** IM can provide multiple cues that can be used in the symbolic coding process. Textual, auditory, and oral cues can be integrated to allow trainees to use those that fit best with their learning style to code the content of the training. If IM is designed using programmed instruction principles, it creates a specific organization of the material with each learning segment broken down into small steps, making it easier for the trainee to integrate into his/her existing cognitive organization. Through the accumulation of these small steps and their repetition, IM is able to shape the cognitive organization of the trainee in the desired manner. The more self paced the IM, the more it facilitates cognitive organization.

**Retention-Symbolic Rehearsal:** Symbolic rehearsal is a strong feature of the IM approach.

**Behavioral Reproduction:** IM is effective at modeling appropriate behavior and providing simulations in which the trainee can apply knowledge. These components facilitate the development of skills but do not provide the opportunities to actually reproduce the desired behavior and receive feedback. Blending CBT with some form of on-the-job training will allow trainees to master the more complex skills.

In addition, at the end of the chapter there are suggested exercises and ~~ideas~~ for researching the world wide web on management development and training topics.

**A3 How will instructor-student and student-student, if applicable, interaction take place?**

**Assignments/Discussions (Threaded Discussions and Chat Rooms)**

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The only way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.



#### **A4 How will student achievement be evaluated?**

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	<b>Total 400 points</b>

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

#### **Examinations**

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

#### **Assignments/Discussions**

There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

## **A5 How will academic honesty for tests and assignments be addressed?**

### **Examinations**

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Placement of the questions will randomly vary based upon the WebCT Test tool. Also, questions pertaining to specific assignments and discussions submitted by students will be included in the test.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day. Students will be allocated two and one-half hours (approximately 150 minutes) to complete 100 questions. In addition, the physical layout of the exam is white lettering on a black background, thus decreasing the likelihood that a student, completing an exam at the beginning of the examination period, will print a copy of the test and provide it to a fellow classmate.

**Undergraduate Distance Education Review Questionnaire**

**MGMT 401 Management Development and Training**

**A4 How will student achievement be evaluated?**

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation [10 Case Analysis Assignments (including 2 Group Case Assignments – and 1 computer-based training assignment) at 10 points for each assignment with Interactive Discussions]	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	<b>Total 400 points</b>

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

**Examinations**

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

**Case Analysis Assignments and Group Case Analysis Assignments/Interactive Discussions**

There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. All case analysis assignments and interactive discussions will be initiated by the instructor. Two of the case analysis assignments will be Group Case Analysis Assignments. The groups of approximately 3 – 4 students will be selected by the instructor. One of the assignments will relate to computer-based training methods.

**Case Analysis – Term paper (Culminating Activity)**

Throughout the semester, current management development and training examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current management development and training example (relevant to Chapters 10 – 14) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the final exam period (week 15) and is to be submitted on WebCT to the instructor.

# SYLLABUS OF RECORD

**MGMT 401 Management Development and Training**  
**Maali H. Ashamalla, Ph.D. and Frederick J. Slack, Ph.D.**

**3c-01-3sh**

## **I. Catalog Description**

Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in a business enterprise. Methods of improving and development of managerial skills are emphasized.

Prerequisites: MGMT 300 Human Resource Management and MGMT 310 Principles of Management.

## **II. Course Outcomes/Objectives**

This course in management development and training focuses upon the various activities that relate to the implementation of training and development programs in organizations. The general outcomes and objectives of the course are for students to be able to:

- 1) provide an overview of the training and development area as a function of management;
- 2) examine the various elements of training and development systems and their inter-relationships; and,
- 3) discuss contemporary issues and practices in the area of training and development.

## **III. Detailed Course Outline**

1. Introduction Historical overview of Management Development and Training (Week 1: 3 academic hours)
2. Chapter 1 – Training in Organizations (Week 2: 3 academic hours)

Upon chapter completion the student should be able to: describe the components of a general open systems model; describe how an open systems model applies to the training unit of an organization; list and describe the inter-relationships among the five phases of the training process model; explain how the training model can be applied to organizational improvement and problem solving; describe the challenges/opportunities facing training; define key terms used in the training literature; describe the benefits of integrating organizational development and training principles; and, describe the differences in how small and larger businesses might implement the training process model.

**3. Chapter 2 – Business Strategy and HRD (Week 3: 3 academic hours)**

Upon chapter completion the student should be able to: describe the strategic planning process, its components, and their relationships; describe how the external environment influences strategic choices; identify the major factors influencing the alignment of internal with external strategies; distinguish between an organization's external and internal strategies and describe their relationship and the value of each; describe the benefits of including an HRD perspective in strategy development; describe the differences, similarities, and relationships among HR and HRD strategies; describe the field of organizational development and its relationship to training activities, including the value of cross-training between the two; and, identify possible HRD strategic alternatives and situations in which they might be appropriate.

**4. Chapter 3 – Learning, Motivation and Performance (Week 4: 3 academic hours)**

Upon chapter completion the student should be able to: explain the value and importance of understanding theory; identify the major factors that determine human performance and their relevance to training; describe the cognitive and behavioral approaches to learning and their contradictory implications for instructional practices; describe how social learning theory integrates cognitive and behaviorist perspectives; describe how the process and components of social learning theory relate to training; describe the causes of resistance to learning; explain the effect of group dynamics on learning and the transfer of training; explain why different people need different training methods to learn the same things; and, identify the characteristics of training design that motivate learning and accommodate trainee differences.

**5. Chapter 4 – Needs Analysis (Week 5: 3 academic hours)**

Upon chapter completion the student should be able to: describe the purpose of a needs analysis; list and describe the steps in conducting a needs analysis; explain what a competency is and why it is useful; differentiate between proactive and reactive needs analysis and the situations favoring the use of one over the other; outline the rationale for using performance appraisal information for a needs analysis and identify what type of performance appraisal method is appropriate; describe the relationship between needs analysis and the design of evaluation of training; and, list four contaminations of a criterion.

**6. Chapter 5 – Training Design (Weeks 6 and 7: 6 academic hours)**

Upon chapter completion the student should be able to: identify three constraints an HRD department might face in the design of training, and what might be done to deal with each; describe the purposes of learning objectives, the criteria for evaluating such objectives, and the advantages of developing these objectives; list the reasons that learning objectives are a benefit to the

trainee, training designer, trainer, and training evaluator; use expectancy theory to explain how to motivate a trainee to attend training; describe social learning theory and how it helps in the design of training; identify what to include in training to facilitate transfer of training to the workplace; identify the help that supervisors, peers, and trainers can provide back on the job to assist in the transfer of training; explain the relationship between the Gagné-Briggs theory of instructional design to design a training session; and, describe the advantages a small business has when considering the transfer of training.

**7. Chapter 6 – Traditional Training Methods (Week 8: 3 academic hours)**

Upon chapter completion the student should be able to: describe the purposes, procedures, strengths, and limitations of the following training methods: lectures, lecture/discussions, demonstration, games, simulations and on-the-job training (OJT); describe the types of learning objectives for which each method is most suited; and, identify the various audio-visual options and their strengths and weaknesses.

**8. Chapter 7 – Computer-Based Training Methods (Week 9: 3 academic hours)**

Upon chapter completion the student should be able to: describe the relationship between computer-based training (CBT) and e learning; identify the components required to develop and deliver CBT; describe the various formats, procedures, strengths, and limitations of a number of computer-based training methods; describe the types of learning objectives for which CBT is most suited and indicate to what degree each method is applicable; indicate the impact of each CBT method on the learning process; and, evaluate CBT as stand-alone training.

**9. Chapter 8 – Development and Implementation of Training (Weeks 10 and 11: 6 academic hours)**

Upon chapter completion the student should be able to: identify the elements in an instructional strategy; identify the factors to consider in choosing a trainer; choose the most effective seating arrangement based on the nature of the training; examine a room and determine whether it meets training requirements; describe the alternatives to developing training “in-house”; describe the mechanisms that should be put in place to assist in the transfer of training; and, explain how you would deal with each of the four types of difficult trainee.

**10. Chapter 9 – Evaluation of Training (Week 12: 3 academic hours)**

Upon chapter completion the student should be able to: describe the pros and cons of training evaluation; explain what process evaluation is, and why it is important; describe the inter-relationships among the various levels of outcome evaluation; describe the costs and benefits of evaluating training; differentiate between the two types of cost-effectiveness evaluation (cost

savings and utility analysis); describe the various designs that are possible for evaluation, and their advantages and disadvantages; and, define and explain the importance of internal and external validity.

**11. Chapter 10 – Key Areas of Organizational Training (Week 13: 3 academic hours)**

Upon chapter completion the student should be able to: describe what organizations are doing in a number of key areas of training and why this training is important; explain equity issues as they relate to training, specifically related to females in non-traditional jobs, the glass ceiling, and people with disabilities; describe issues that organizations need to consider related to basic skills training and safety training; and, describe HRD's role in a learning organization.

**12. Chapter 11 – Management Development (Week 14: 3 academic hours)**

Upon chapter completion the student should be able to: identify and describe the roles and responsibilities of managers at different levels in the organization; describe the general competencies and characteristics of effective managers; list the important organizational factors that determine which managerial characteristics are desirable at a given time and situation; explain how management training needs can be influenced by changes in organizational strategy; identify the various sources and types of training related to management development; identify the specific problems associated with training executives and some of the methods that can be used to deal with these problems; and, describe why development of executives is so critical to effective organizational functioning.

**IV. Evaluation Methods**

The final grade for the course will be determined as follows:

**50 % Tests.** Two tests consisting of multiple choice and essay questions, with each examination worth 100 points and comprising 25% of the final course grade. Make-up tests based upon excused absences will be administered at an agreed upon time.

**25 % Assignments and Attendance.** Each student is expected to participate actively in class activities and come to class prepared by keeping up with the assigned readings and completing homework and in-class assignments. Students are not to have more than 3 academic hours of unexcused absence during the semester. Excessive absenteeism (i.e., more than 3 academic hours during the semester) will result in a loss of 5 points per unexcused absence toward the 100 points Assignments and Attendance grade. Fifteen percent (60 points) of the overall course grade is based on class assignments and 10% (40 points) on attendance for a total of 100 points.



25 % Case Analysis -- Term paper. Throughout the semester, current management and development and training examples will be discussed by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current management development and training example using a framework provided in the textbook. The case analysis -- final term paper is to be approximately 10 -- 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15).

**V. Example Grading Scale**

The evaluation for the course will be determined through examinations, submission of assignments, attendance and the completion of a culminating activity, that is, a case analysis -- term paper, as in the following example:

Examinations (2 exams at 100 points each)	200 points
Class Participation and Attendance	100 points
Case Analysis -- Term Paper	100 points
	<b>Total 400 points</b>

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The final grading scale for the course is:

90	-	100 points	A
80	-	89 points	B
70	-	79 points	C
60	-	69 points	D
0	-	59 points	F

**VI. Undergraduate Course Attendance Policy**

The University expects all students to attend class. Students are not to have more than three academic hours of unexcused absences during the semester. The instructor monitors attendance on a regular basis. Excessive absenteeism (i.e., more than three academic hours of unexcused absences during the semester) will result in a reduced class assignment and attendance grade of 5 points per unexcused absence.

**VII. Required Textbook, Supplemental Books and Readings**

Blanchard, P. Nick and James W. Thacker, Effective Training, Systems, Strategies, and Practices, (Third Edition), Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2007.  
ISBN: 0-13-186011-9

**Students are expected to be prepared to discuss assigned text chapters, including supportive materials and assigned readings.**

## **VIII. Special Resource Requirements**

Computer hardware and software needed for analysis will be provided through the PC lab.

IUP has instituted a communication policy regarding email. The policy reads in part:

Indiana University of Pennsylvania provides email services to all students and employees as an official method of communication. Students have a responsibility to read their IUP email accounts, and, if responding to or sending email about IUP business, use their IUP email accounts to do so. The policy can be viewed in its entirety at: <http://www.iup.edu/techzone/email/iupuseofemailpolicy.pdf>

## **IX. Bibliography**

Buckingham, Marcus, Now, Discover Your Strengths: How to Develop Your Talents and Those of the People You Manage, New York, Free Press, 2001.

Buckingham, Marcus, The One Thing You Need to Know: ... About Great Managing, Great Leading, and Sustained Individual Success, New York, Free Press, 2005.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Ferrazzi, Keith and Tahl Raz, Never Eat Alone: And Other Secrets to Success, One Relationship at a Time, New York: Doubleday, 2005.

French, Wendell L. and Cecil H. Bell, Jr., Organization Development (Sixth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 1999.

Gatewood, Robert D., Hubert S. Field and Murray Barrick, Human Resource Selection, Mason, Ohio: Thomson South-Western, 2008. ISBN-10: 0-324-20728-X

Heneman III, Herbert G. and Timothy A. Judge, Staffing Organizations, (Fifth Edition), New York: McGraw-Hill Irwin, 2006. ISBN-13 978-0-07298722-5

Jones, Gareth R., Organization Theory (Fifth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2007. ISBN: 0-13-186542-0

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Lawler, Edward E. III, Pay and Organization Development, Reading, Massachusetts: Addison-Wesley Publishing Company, 1983

Levitt, Steven D. and Stephen J. Dubner, Freakonomics, A Rogue Economist Explores The Hidden Side of Everything, New York: HarperCollins Publishers, Inc., 2005.

Marx, Jeffrey, Season of Life, New York: Simon and Shuster, 2003.

Mathis, Robert L. and John H. Jackson, Human Resource Management, (Eleventh Edition), West Publishing Company: St. Paul, MN, 2006.

Robbins, Stephen, P. and Mary Coulter, Management, (Ninth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN: 0-13-225773-4

#### **IV. EVALUATION METHODS**

The grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation [(10 Case Analysis Assignments – including 2 Group Case Analysis Assignments and 1 computer based training methods assignment) with Interactive Discussions at 10 points for each assignment)]	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	<b>Total 400 points</b>

#### **Examinations**

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. This is a lot of material for each exam, so don't fall behind and you should prepare yourself mentally for the challenge. A standardized test bank will be used for the majority of questions. It's up to you to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line case analysis assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

**Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.**

**You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:**

- **Exam 1 (Chapters 1 – 4) starts at 6 p.m. (E.S.T.) Thursday, 2-14-08, and ends on Friday, 2-15-08, at 11:55 p.m. (E.S.T.)**
- **Exam 2 (Chapters 5 – 7) starts at 6 p.m. (E.S.T.) Thursday, 3-20-08, and ends at 11:55 p.m. (E.S.T.) Friday, 3-21-08.**

**Students are to complete the exam only once. The icon may indicate that the test can be accessed twice, however, this pertains to those students who may inadvertently become disconnected from the website while they are completing the exam.**

### **Case Analysis Assignments/Group Case Analysis Assignments/Interactive Discussions**

A variety of topics will be assigned and discussed during the semester. These interactive discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. **(Please note that two of the case analysis assignments will be Group Case Analysis Assignments. The groups of approximately 3 – 4 students will be selected by the instructor. In addition, one assignment will pertain to computer-based training methods.)** All case analysis assignments and interactive discussions will be initiated by the instructor.

**Typically, the length of a completed case analysis assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.**

Students earn grades on Case Analysis Assignments/Interactive Discussions by (1) submitting a completed case analysis assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the case analysis assignment period or within 24 hours after the case analysis assignment submission deadline. That is, students may comment on other case analysis assignment submissions during the case analysis assignment period and also may comment on case analysis assignments up to 24 hours after the case analysis assignment deadline has past. Therefore, the interactive discussion component of the case analysis assignments/interactive discussions is 24 hours longer than the case analysis assignment submission period.

The only way to earn a total of 10 points on a given case analysis assignment is by submitting a thorough case analysis assignment and by commenting on the submission of at least one other student in the course by replying to the case analysis assignment within the case analysis assignment/interactive discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

**The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the interactive discussion phase.**

### **Case Analysis – Term paper (Culminating Activity)**

- **Case Analysis – Term Paper (Culminating Activity) (Chapters 8 – 11) may be submitted anytime after 6 p.m. (E.D.T.) Thursday, 5-8-08, but prior to 11:55 p.m. (E.D.T.) Friday, 5-9-08.**

Throughout the semester, current management development and training examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current management development and training example (relevant to Chapters 8 – 11) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the final exam period (week 15) and is to be submitted on WebCT to the instructor.

## V. EXAMPLE GRADING SCALE

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation [(10 Case Analysis Assignments – including 2 Group Case Analysis Assignments and 1 computer based training methods assignment) with Interactive Discussions at 10 points for each assignment)]	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	<b>Total 400 points</b>

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

**Eberly College of Business & Information Technology**  
**Department of Management**  
**MGMT 401 (Distance Education)**  
**Management Development and Training**  
**3 Credit Hours**  
**Spring Semester 2008**

<b>Instructors:</b>	Maali H. Ashamalla, Ph.D.	Frederick J. Slack, Ph.D.
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<b>Office Hours:</b>	Tuesday: 10:30 – 11:30 a.m. 2:00 – 4:00 p.m. Wednesday: Noon – 1:00 p.m. Thursday: 10:30 – 11:30 a.m.	Monday: 11:00 a.m. – Noon Tuesday: 2:00 – 3:00 p.m. Wednesday: 11:00 a.m.– 2:00 p.m.

**IMPORTANT**

**This is a distance education section. Since your contact with the instructors is limited to mostly electronic communication, there is a need to pay particular attention to the procedures established in this syllabus. Please read this syllabus in detail as soon as possible and communicate any questions to the instructors in a timely fashion. Common student errors include: improper timing of exams, not submitting assignments/discussions by the due date, not staying current of communications from the instructor, and not developing a routine for regular involvement. Please note procedures related to these issues below.**

**To access the Web course:**

- Go to [www.iup.edu/webct](http://www.iup.edu/webct)
- Your WebCT username, as well as your initial password is the same as your four-character IUP email name (if you have used WebCT before, you must continue to use the password from the past). It is highly recommend that first-time WebCT users reset their passwords.
- Should you have difficulty accessing WebCT, please refer to the IT Support Center at [www.iup.edu/itsupportcenter](http://www.iup.edu/itsupportcenter) or email: [it-support-center@iup.edu](mailto:it-support-center@iup.edu)

**After you have accessed the course on WebCT, please pay particular attention to the Calendar regarding course assignments, discussions, chat rooms, and Examinations.**



## **I. CATALOG COURSE DESCRIPTION**

Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in a business enterprise. Methods of improving and development of managerial skills are emphasized.

**Prerequisites:** MGMT 300 Human Resource Management and MGMT 310 Principles of Management. There will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business & Information Technology. This means that students cannot postpone prerequisites and take them after the course in question.

The Dean's Office of the Eberly College of Business & Information Technology is responsible for monitoring course prerequisites. Students who manage to register for coursework even though they do not have the appropriate prerequisites, will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted and adding a different class after the official registration period will not be approved.

The university individual course withdrawal deadline date of **Friday, March 28, 2008**, will be enforced. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructors noting advisement to the student to postpone withdrawing pending an additional test or assignment.

## **II. COURSE OBJECTIVES/OUTCOMES**

This course in management development and training focuses upon the various activities that relate to the implementation of training and development programs in organizations. The general objectives of the course are to:

- 1) provide an overview of the training and development area as a function of management;
- 2) examine the various elements of training and development systems and their inter-relationships; and,
- 3) discuss contemporary issues and practices in the area of training and development.

### **III. COURSE OUTLINE**

#### **A. Introduction (Week 1: 3 academic hours)**

Historical overview of Management Development and Training.

#### **B. Chapter 1 – Training in Organizations (Week 2: 3 academic hours)**

Upon chapter completion the student should be able to: describe the components of a general open systems model; describe how an open systems model applies to the training unit of an organization; list and describe the inter-relationships among the five phases of the training process model; explain how the training model can be applied to organizational improvement and problem solving; describe the challenges/opportunities facing training; define key terms used in the training literature; describe the benefits of integrating organizational development and training principles; and, describe the differences in how small and larger businesses might implement the training process model.

#### **C. Chapter 2 – Business Strategy and HRD (Week 3: 3 academic hours)**

Upon chapter completion the student should be able to: describe the strategic planning process, its components, and their relationships; describe how the external environment influences strategic choices; identify the major factors influencing the alignment of internal with external strategies; distinguish between an organization's external and internal strategies and describe their relationship and the value of each; describe the benefits of including an HRD perspective in strategy development; describe the differences, similarities, and relationships among HR and HRD strategies; describe the field of organizational development and its relationship to training activities, including the value of cross-training between the two; and, identify possible HRD strategic alternatives and situations in which they might be appropriate.

#### **D. Chapter 3 – Learning, Motivation and Performance (Week 4: 3 academic hours)**

Upon chapter completion the student should be able to: explain the value and importance of understanding theory; identify the major factors that determine human performance and their relevance to training; describe the cognitive and behavioral approaches to learning and their contradictory implications for instructional practices; describe how social learning theory integrates cognitive and behaviorist perspectives; describe how the process and components of social learning theory relate to training; describe the causes of resistance to learning; explain the effect of group dynamics on learning and the transfer of training; explain why different people need different training methods to learn the same things; and, identify the characteristics of training design that motivate learning and accommodate trainee differences.

**E. Chapter 4 – Needs Analysis (Week 5: 3 academic hours)**

Upon chapter completion the student should be able to: describe the purpose of a needs analysis; list and describe the steps in conducting a needs analysis; explain what a competency is and why it is useful; differentiate between proactive and reactive needs analysis and the situations favoring the use of one over the other; outline the rationale for using performance appraisal information for a needs analysis and identify what type of performance appraisal method is appropriate; describe the relationship between needs analysis and the design of evaluation of training; and, list four contaminations of a criterion.

**F. Chapter 5 – Training Design (Week 6 and Week 7: 6 academic hours)**

Upon chapter completion the student should be able to: identify three constraints an HRD department might face in the design of training, and what might be done to deal with each; describe the purposes of learning objectives, the criteria for evaluating such objectives, and the advantages of developing these objectives; list the reasons that learning objectives are a benefit to the trainee, training designer, trainer, and training evaluator; use expectancy theory to explain how to motivate a trainee to attend training; describe social learning theory and how it helps in the design of training; identify what to include in training to facilitate transfer of training to the workplace; identify the help that supervisors, peers, and trainers can provide back on the job to assist in the transfer of training; explain the relationship between the Gagné-Briggs theory of instructional design to design a training session; and, describe the advantages a small business has when considering the transfer of training.

**G. Chapter 6 – Traditional Training Methods (Week 8: 3 academic hours)**

Upon chapter completion the student should be able to: describe the purposes, procedures, strengths, and limitations of the following training methods: lectures, lecture/discussions, demonstration, games, simulations and on-the-job training (OJT); describe the types of learning objectives for which each method is most suited; and, identify the various audio-visual options and their strengths and weaknesses.

**H. Chapter 7 – Computer-Based Training Methods (Week 9: 3 academic hours)**

Upon chapter completion the student should be able to: describe the relationship between computer-based training (CBT) and e learning; identify the components required to develop and deliver CBT; describe the various formats, procedures, strengths, and limitations of a number of computer-based training methods; describe the types of learning objectives for which CBT is most suited and indicate to what degree each method is applicable; indicate the impact of each CBT method on the learning process; and, evaluate CBT as stand-alone training.

**I. Chapter 8 – Development and Implementation of Training (Weeks 10 and 11: 6 academic hours)**

Upon chapter completion the student should be able to: identify the elements in an instructional strategy; identify the factors to consider in choosing a trainer; choose the most effective seating arrangement based on the nature of the training; examine a room and determine whether it meets training requirements; describe the alternatives to developing training “in-house”; describe the mechanisms that should be put in place to assist in the transfer of training; and, explain how you would deal with each of the four types of difficult trainee.

**J. Chapter 9 – Evaluation of Training (Week 12: 3 academic hours)**

Upon chapter completion the student should be able to: describe the pros and cons of training evaluation; explain what process evaluation is, and why it is important; describe the inter-relationships among the various levels of outcome evaluation; describe the costs and benefits of evaluating training; differentiate between the two types of cost-effectiveness evaluation (cost savings and utility analysis); describe the various designs that are possible for evaluation, and their advantages and disadvantages; and, define and explain the importance of internal and external validity.

**K. Chapter 10 – Key Areas of Organizational Training (Week 13: 3 academic hours)**

Upon chapter completion the student should be able to: describe what organizations are doing in a number of key areas of training and why this training is important; explain equity issues as they relate to training, specifically related to females in non-traditional jobs, the glass ceiling, and people with disabilities; describe issues that organizations need to consider related to basic skills training and safety training; and, describe HRD’s role in a learning organization.

**L. Chapter 11 – Management Development (Week 14: 3 academic hours)**

Upon chapter completion the student should be able to: identify and describe the roles and responsibilities of managers at different levels in the organization; describe the general competencies and characteristics of effective managers; list the important organizational factors that determine which managerial characteristics are desirable at a given time and situation; explain how management training needs can be influenced by changes in organizational strategy; identify the various sources and types of training related to management development; identify the specific problems associated with training executives and some of the methods that can be used to deal with these problems; and, describe why development of executives is so critical to effective organizational functioning.

#### **IV. EVALUATION METHODS**

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	<b>Total 400 points</b>

##### **Examinations**

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Students are to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

**Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.**

**You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:**

- **Exam 1 (Chapters 1 – 4) starts at 6 p.m. (E.S.T.) Thursday, 2-14-08, and ends on Friday, 2-15-08, at 11:55 p.m. (E.S.T.)**
- **Exam 2 (Chapters 5 – 7) starts at 6 p.m. (E.S.T.) Thursday, 3-20-08, and ends at 11:55 p.m. (E.S.T.) Friday, 3-21-08.**
- **Exam 3 (Chapters 8 – 11) starts at 6 p.m. (E.D.T.) Thursday 5-8-08, and ends at 11:55 p.m. (E.D.T.) Friday, 5-9-08.**

##### **Assignments/Discussions**

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

**Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.**

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

**The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.**

#### **V. EXAMPLE GRADING SCALE**

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	<b>Total 400 points</b>

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

## **VI. UNDERGRADUATE COURSE ATTENDANCE POLICY**

While physical attendance for regular class sessions is not required for this distance education learning course, students will need to take part in activities for the course each week. As a distance education course, students are to participate electronically through the submissions of Assignments and Discussions during regularly scheduled time periods. Assignments and Discussions submitted after the scheduled time period will be subject to a two point reduced score for each day in which the Assignment or Discussion has not been submitted.

## **VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS**

### **Required Textbook**

Blanchard, P. Nick and James W. Thacker, Effective Training, Systems, Strategies, and Practices, (Third Edition), Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2007.  
ISBN: 0-13-186011-9

Students are to monitor (on a regular basis) the Calendar provided on the WebCT course site for email messages and Assignments and Discussions. Students are expected to be prepared to discuss electronically, assigned text chapters, including supportive materials available on WebCT, and assigned readings.

## **VIII. SPECIAL RESOURCE REQUIREMENTS**

Routine access to computer hardware and software is needed for participation in this online course.

In addition to information provided on WebCT, students may access the chapter powerpoint handouts on the IUP I Drive by accessing: I Drive, ashmalla, Spring 2008 MGMT 401 or fslack, Spring 2008, MGMT 401.

To access the I: Drive you will need to visit, [www.acad.iup.edu](http://www.acad.iup.edu) and follow these steps:

1. Click on the I: Drive option.
2. Once the Log On popup displays, in the space where it requests User name, enter in IUPMSD\your IUP user ID – usually four letters. Then enter in your network Password.

Should you require additional assistance to access the I Drive, please contact:

IT Support Center  
(724) 357-4000                      Monday – Friday, 7:00 a.m. – 6:00 p.m.  
Email: [it-support-center@iup.edu](mailto:it-support-center@iup.edu)  
Website: [www.iup.edu/itsupportcenter](http://www.iup.edu/itsupportcenter)

## **IX. BIBLIOGRAPHY**

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Buckingham, Marcus, The One Thing You Need to Know: ... About Great Managing, Great Leading, and Sustained Individual Success, New York, Free Press, 2005.

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French, Wendell L. and Cecil H. Bell, Jr., Organization Development (Sixth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 1999.

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Jones, Gareth R., Organization Theory (Fifth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2007. ISBN: 0-13-186542-0

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Lawler, Edward E. III, Pay and Organization Development, Reading, Massachusetts: Addison-Wesley Publishing Company, 1983

Levitt, Steven D. and Stephen J. Dubner, Freakonomics. A Rogue Economist Explores The Hidden Side of Everything, New York: HarperCollins Publishers, Inc., 2005.

Marx, Jeffrey, Season of Life, New York: Simon and Shuster, 2003.

Mathis, Robert L. and John H. Jackson, Human Resource Management, (Eleventh Edition), West Publishing Company: St. Paul, MN, 2006.

Robbins, Stephen, P. and Mary Coulter, Management, (Ninth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN: 0-13-225773-4



## Spring Semester 2008 – Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction to Management Development and Training	--
Week 2	Training in Organizations 1. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-23-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-24-08	Chapter 1
Week 3	Business Strategy and HRD 2. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-30-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-31-08	Chapter 2
Week 4	Learning, Motivation and Performance 3. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-6-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-7-08	Chapter 3
Week 5	Needs Analysis	Chapter 4
End of Week 5	Exam 1 Exam 1 starts at 6 p.m. (E.S.T.) Thursday, 2-14-08, and ends at 11:55 p.m. (E.S.T.) Friday, 2-15-08	Chapters 1 – 4
Week 6	Training Design 4. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-20-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-21-08	Chapter 5
Week 7	Training Design (continued) 5. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-27-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-28-08	Chapter 5
Week 8	Traditional Training Methods 6. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-5-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-6-08	Chapter 6
3/10-3/16	Spring Break	No On-line Activities
Week 9	Computer Based Training Methods	Chapter 7
End of Week 9	Exam 2 Exam 2 starts at 6 p.m. (E.S.T.) Thursday, 3-20-08, and ends at 11:55 p.m. (E.S.T.) Friday, 3-21-08	Chapters 5 – 7

**Spring Semester 2008 – Tentative Course Schedule  
(continued)**

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 10	Development and Implementation of Training 7. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-26-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-27-08	Chapter 8
Week 11	Development and Implementation of Training (continued) 8. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-2-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-3-08	Chapter 8
Week 12	Evaluation of Training 9. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-9-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-10-08	Chapter 9
Week 13	Key Areas of Organizational Development 10. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-16-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-17-08	Chapter 10
Week 14	Management Development	Chapter 11
<b>Finals Week</b>	<b>Exam 3 (Culminating Activity)</b> <b>Exam 3 starts at 6 p.m. (E.D.T.) Thursday, 5-8-08,</b> <b>and ends at 11:55 p.m. (E.D.T.) Friday, 5-9-08</b>	<b>Chapters 8 – 11</b>

**MGMT 401 Management Development and Training (distance education)  
Lesson Plan Chapter 7 Computer Based Training Methods  
Week 9 (3 academic hours)**

**Course Objective 3:** For students to be enabled to discuss contemporary issues and practices in the area of training and development.

**Distance Education will be utilized in this chapter to meet the following course objective:** It is expected that upon successful completion of the course, students will be enabled to discuss contemporary issues and practices in the area of training and development. This objective will be met by students through (a) an understanding of **Chapter 7**, related to Computer-Based Training Methods, (b) accessing outside internet information sources related to management development and training, such as, American Society for Training and Development – [www.astd.org](http://www.astd.org), and (c) by successful completion of Assignments and Discussions, such as:

1. How does programmed instruction (PI) allow the trainee to work at his or her own pace?

PI is the process of leading a trainee systematically through new information in a way that facilitates the most efficient learning. At its most basic level, PI provides the trainee with information, asks a question, and, based on the response, goes to the next bit of information, and so forth. PI allows trainees to learn more material more quickly and retain it longer with less frustration by (1) programming small learning steps resulting in fewer response errors, (2) requiring frequent active responses by trainees, (3) providing immediate feedback to trainee responses, (4) allowing trainees to move through the material at their own pace, and (5) frequently reviewing the material.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on management development and training topics.

**Chapter 7: Computer-Based Training Methods (1 week – 3 academic hours)**

Following review of this chapter, students are to be enabled to:

- describe the relationship between computer-based training (CBT) and e-learning;
- identify the components required to develop and deliver CBT;
- describe the various formats, procedures, strengths, and limitations of the following computer-based training methods
  - programmed instruction (PI)
  - intelligent tutoring systems (ITS)
  - interactive media (IM)
  - virtual reality

- describe the types of learning objectives for which CBT is most suited and indicate to what degree each method is applicable;
- indicate the impact of each CBT method on the learning process; and,
- evaluate CBT as a stand-alone training.

Topic areas, assignments and discussions relate to the following topics:

**1. How is CBT different from e-learning?**

Computer based training (CBT) is a training technique that uses computers as a means to give instructions to trainees. E-learning is the delivery of training or education through electronic media.

**2. What are the basic components of CBT and its delivery?**

The components for creating and delivering CBT are identified in Figure 6-1.

**3. How does programmed instruction allow the trainee to work at his or her own pace?**

PI is the process of leading a trainee systematically through new information in a way that facilitates the most efficient learning. At its most basic level, PI provides the trainee with information, asks a question, and, based on the response, goes to the next bit of information, and so forth. PI allows trainees to learn more material more quickly and retain it longer with less frustration by (1) programming small learning steps resulting in fewer response errors, (2) requiring frequent active responses by trainees, (3) providing immediate feedback to trainee responses, (4) allowing trainees to move through the material at their own pace, and (5) frequently reviewing the material.

**4. How does an intelligent tutoring system (ITS) differ from programmed instruction?**

An Intelligent Tutoring System is a more sophisticated form of programmed instruction. It uses artificial intelligence to assist in tutoring the trainee. An ITS can learn from its own process and provides guidance when selecting the appropriate level of instruction to the trainee. ITS improves upon PI in these ways:

- Generates instruction that matches the individual trainee's needs.
- Communicates and responds to trainee questions.
- Models the trainee's learning processes
- Determines what information should follow based on previous trainee responses
- Determines the trainee's level of understanding of the topic
- Improves its strategies for teaching the trainee based on the trainee's responses.

5. What learning processes are most influenced by interactive multimedia? Which are influenced the least?

The following is generally true for all CBT methods, but specifically for IM.

**Attention:** IM is good at capturing and retaining trainee attention.

**Retention-Symbolic Coding:** IM can provide multiple cues that can be used in the symbolic coding process. Textual, auditory, and oral cues can be integrated to allow trainees to use those that fit best with their learning style to code the content of the training. If IM is designed using programmed instruction principles, it creates a specific organization of the material with each learning segment broken down into small steps, making it easier for the trainee to integrate into his/her existing cognitive organization. Through the accumulation of these small steps and their repetition, IM is able to shape the cognitive organization of the trainee in the desired manner. The more self paced the IM, the more it facilitates cognitive organization.

**Retention-Symbolic Rehearsal:** Symbolic rehearsal is a strong feature of the IM approach.

**Behavioral Reproduction:** IM is effective at modeling appropriate behavior and providing simulations in which the trainee can apply knowledge. These components facilitate the development of skills but do not provide the opportunities to actually reproduce the desired behavior and receive feedback. Blending CBT with some form of on-the-job training will allow trainees to master the more complex skills.

6. What is the most expensive part of developing a CBT?

The development cost of CBT is the most expensive part. On average, it takes 200 hours of developmental time for one hour of CBT instruction.

7. What are the factors associated with calculating the cost of CBT?

When developing a CBT, one should consider the following parameters:

- number of trainees taking the course
- cost of wages per hour for trainees while they are taking the course
- cost of wages per hour for course developer
- amortized cost of hardware to support the CBT
- amortized cost of software used in the CBT
- hours needed to complete the CBT program
- hours needed to develop CBT course content
- stability of the course content
- cost of not addressing the training need sooner with some other method.

8. How effective is CBT in maintaining control over learning processes and training content? Provide your rationale?

The CBT has an important advantage in its control over the content of the material, method of presentation, and movement of the trainee through sequentially structured learning episodes based on previous trainee responses. The pace of learning is controlled by the interaction between the software and the trainee. This ensures consistency of topic coverage and topic mastery across all trainees. Also, CBT can be portable to allow trainees to learn at times and places that are most convenient.

9. What is the purpose of an LMS?

A Learning Management Systems (LMS) is software that manages the delivery of training content and monitors and records trainee activity. This system can include such features as: authoring, class management, competency management, knowledge management, certification, mentoring, chat, threaded discussion, video conferencing.

10. How are ITS and LMS related to each other?

Intelligent Tutoring Systems (ITS) consist of shells that house a Learning Management System (LMS) and a knowledge base. The LMS is the engine that delivers the knowledge to the trainee and the knowledge base is the information that needs to be learned. The development of the LMS is fairly expensive.