# "WBUlogo"

**VIRTUAL CAMPUS**

**School of Business**

# 2. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

# 3. COURSE NUMBER & NAME:

MGMT 6319-VC01, Seminar in Theories of Training and Evaluation of Employees

# **4. TERM**:

Fall, 2018

# **5. INSTRUCTOR**:

Dr. Sheron Lawson

# **6. CONTACT INFORMATION**:

Office phone: 682-841-6452

WBU Email: lawsons@wbu.edu

Cell phone: 682-841-6452

# **7. OFFICE HOURS, BUILDING & LOCATION**:

Telephone by appointment, Virtual Campus

# **8. COURSE MEETING TIME & LOCATION**:

Online, Virtual Campus

# **9. CATALOG DESCRIPTION**:

Examination of classical and current research into employee training and evaluation.

# 10. PREREQUISITE:

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** | **UPDATED** |
| Employee Training and Development | Raymond Noe | 7th | 2017 | McGraw-Hill | 9780078112850 |  |
| Performance Management | Herman Aguinis | 3rd | 2013 | Pearson | 139780132556385 |  |

# 12. OPTIONAL MATERIALS

• Publication manual of the American Psychological Association (APA) (current ed.)

• Student may consider purchasing an APA software program.

# **13. COURSE OUTCOMES AND COMPETENCIES**:

* Examine and evaluate research in learning, training, and employee development
* Critique and synthesize theories in learning, training and employee evaluation as strategic tools
* Propose research projects that extend or combine research in the management of learning, training and employee evaluation
* Apply learning, training and employee evaluation management research theories to current management problems

# 14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# **15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# **16. DISABILITY STATEMENT**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

It is expected that the student will spend approximately six to ten hours a week engaged in course work and course preparation. All course work should be typed. Course work submitted late is subjected to a grade reduced of 1.5% for each day the assignment is late. For the sake of time management, see paragraph 18, Tentative Schedule. I list below a breakout of course requirements:

1. **Synthesis Literature Review Papers (SLR):** During the term, there will be four (4) Synthesis Literature Review Papers. Two synthesis paper will correspond to Training principles and the other two to Performance Management principles. Specific requirements and grading rubric will be found in Blackboard Course Content tab. **The four** **Synthesis Literature Review Papers represent 40% of the total grade.**
2. **Discussion Board, Peer Response, and Reflection (DBPRR) Post.** The student will develop professional competence and increased self-awareness by writing peer synthesis posts. The students are required to write a response to each class member’s Discussion Board post. The peer response posts will reflect the application of HR Training and Evaluation theories, principles and concepts from the weekly reading assignments. The specific requirements, format, grading rubric, and due date will be found in the Course Content tab, within Blackboard. **The four Discussion Board, Peer Response, and Reflection posts represent 30% of the total course grade.**
3. **Human Resource Training and Evaluation (HRT&E) Applied Research Proposal (HRT&EP):** The student will develop a specific HRT&E research proposal. The specific requirements, format, grading rubric, and due date will be found in the Course Content tab, within Blackboard. **The HRT&E Research Proposal represents 30% of the total course grade**
4. Means for Assessing Outcome Competencies:
5. Procedures Used to Compute Final Course Grade:

|  |  |
| --- | --- |
| **Evaluated Area** | **Percentage** |
| 1. Synthesis Literature Review Papers | **40%** |
| 2. Discussion Board, Peer Response, and Reflection Posts | **30%** |
| 3. HRT&E Applied Research Proposal | **30%** |

1. Grading Criteria:Letter grades from "A" to "F" will be issued to student based on individual work. The grading criteria are listed below:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **Percentage** |
| **A** | 100.0 points to 89.5 points | 100% to 90% |
| **B** | 89.4 points to 79.5 points | 89% to 80% |
| **C** | 79.4 points to 69.5 points | 79% to 70% |
| **D** | 69.4 points to 59.5points | 69% to 60% |
| **F** | 59.4 and below | 59% and below |
| **I** |  | Incomplete: See important grading information below |

**17.1 Include Grade Appeal Statement:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

# 18. TENTATIVE SCHEDULE

| **Week/**  **Session** | **Activities** | **Assignments** |
| --- | --- | --- |
| Week 1 | **Part One: The Context for Training and Development**  Chapter 1: Introduction to Employee Training and Development  Chapter 2: Strategic Training  **Part Two: Designing Training**  Chapter 3: Needs Assessment  Chapter 4: Learning and Transfer of Training  Chapter 5: Program Design  Chapter 6: Training Evaluation | Discussion Board  Synthesis Literature Review |
| Week 2 | Continuation of :  **Part One: The Context for Training and Development**  **Part Two: Designing Training** | Discussion Board  Synthesis Literature Review |
| Week 3 | **Part Three**: **Training and Development Methods**  Chapter 7: Traditional Training Methods  Chapter 8: Technology-Based Training Methods  Chapter 9: Employee Development and Career Management | Discussion Board  Synthesis Literature Review |
| Week 4 | Continuation of :  **Part Three**: **Training and Development Methods** | Discussion Board  Synthesis Literature Review |
| Week 5 | **Part I: Strategic and General Considerations**  Chapter 1: Performance Management and Reward Systems in Context  Chapter 2: Performance Management Process  Chapter 3: Performance Management and Strategic Planning  **Part II: System Implementation**  Chapter 4: Defining Performance and Choosing a Measurement Approach  Chapter 5: Measuring Results and Behaviors  Chapter 6: Gathering Performance Information  Chapter 7 Implementing a Performance Management System | Discussion Board  Synthesis Literature Review |
| Week 6 | Continuation of :  **Part I: Strategic and General Considerations**  **Part II: System Implementation** | Discussion Board  Synthesis Literature Review |
| Week 7 | **Part III: Employee Development**  Chapter 8: Performance Management and Employee Development  Chapter 9: Performance Management Skills  **Part IV: Reward Systems, Legal Issues, and Team Performance Management**  Chapter 10: Reward Systems and Legal Issues  Chapter 11: Managing Team Performance | Discussion Board  Synthesis Literature Review |
| Week 8 | Continuation of:  **Part III: Employee Development**  **Part IV: Reward Systems, Legal Issues, and Team Performance Management** | Discussion Board  Synthesis Literature Review |
| Weeks 9-11 | **HRT & E Semester Research Project** | Draft papers and Final Paper |

Note: The professor reserves the right to alter this schedule as needed. Any revisions to this study plan will be announced through email to student’s WBU email account.

# 19. ADDITIONAL INFORMATION

STATEMENTS:

Please be sure to ask if you have questions or concerns during this course. Remember that, while you are a student, you are also teaching the class that which your education and experiences have taught you.

“This class will adhere to zero tolerance for using someone else’s work as your own.”

“Students are responsible for reading, understanding, obeying, and respecting all academic policies, with added emphasis being placed upon academic progress policies, appearing in the Wayland Baptist University Academic Catalog applicable to their curriculum and/or program of study.”

**Course/Assignment Information:**

1. Time all assignments are due is 11:59 p.m. (Central Time Zone). Late assignments may be subject to one letter grade reduction.
2. All written assignments will be in the APA Publication Manual (current edition) writing style, 12-point Times New Roman and double-spaced. Additionally, all written assignments will be assessed on the basis of content, as well as, quality of grammar and punctuation, and proper application of APA writing style.
3. Questions concerning grades (scores) received on assignments will be resolved within one week after the assignment has been assessed.
4. All work will be the original work of the individual student. Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty will result in a zero (0) for an assignment, and additional actions as outlined within online WBU Academic Catalog.
5. The student’s first point-of-contact for this course is the professor. If the professor cannot provide a satisfactory response, then the students will next contact the student’s respective campus dean.
6. If the student sends the professor an email and does not receive an “acknowledge” reply from the professor with 48 hours, the student will retransmit the original email. If the student still does not receive a reply within the next 24-hour period, then call the professor.