EMPLOYEE AND LEADERSHIP DEVELOPMENT

Professor: Fitz G. Collymore  
Class Meetings: Tues & Thur. 9:30 am, -12:15 pm, BA 204  
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Course website: http://blackboard.sc.edu

COURSE DESCRIPTION
This course is designed to expose students to the methods and practices regarding training and development of employees and leaders. The intent of the course is to provide you with the knowledge and skills needed to design deliver and evaluate training and development programs.

Objectives. After completion of this course, students should be able to:
1. Understand the role of training and development as a strategic solution to business problems.
2. Be able to make informed choices about in-house versus outsources training and development initiatives.
3. Understand the main competencies for leadership.
4. Understand the design and administration of programs for identifying high potential employees, career and success planning and providing developmental experiences.
5. Go through the steps of developing and evaluating a training program.

REQUIRED READINGS

Harvard Business Case Packet. There are four cases available for purchase at the following website: http://cb.hbsp.harvard.edu/cb/access/9821777

Additional readings. The readings are available in electronic form through links in the syllabus and on Blackboard. These readings provide current issues, examples and best practices, and discussions of training and development issues.

COURSE REQUIREMENTS
Grades are determined by four requirements summarized below. Grading rubrics for papers, presentations and participation will be posted on blackboard.

Report on a Practice. Students will work in teams on two reports. The report should be based on first-hand interviewing of an HR professional. Interviews can be conducted via email or phone. I encourage you to use the contacts you have from your own work experience or internship. If your team cannot find a contact, I will provide you will alumni contacts who may be able to assist you. The questions answered in this report are listed in the syllabus. Teams present their findings (10-15 minutes, excluding Q & A), and submit a 2-3 page written report.
Cases. There are four HBS cases. Two teams will be assigned to each case. All students should be prepared to discuss the case and answer the questions listed in the course outline. Teams assigned to the case will be required to (1) present their recommendations with no more than 5 PowerPoint slides and (2) submit a 3-5 page paper summarizing their responses to the questions. Once teams are formed, your team should submit a ranking of the four cases.

Discussion Questions. Discussion questions are listed for each class period in the course outline. All students should prepare answers for every class period, as the participation grade is based in part on discussion of these questions. It is important to remember that students who are not present in class will not be credited with class participation points (you can’t participate if you are not present).

Pre-class Assignment
As well, students should submit written responses (1-2 pp.) to two sets of the class discussion questions. Submissions are due on the first day of class.

Class Participation. Participation is graded for discussion of class questions and cases. All written documents should be 12 point font double spaced 1 inch margins.

*My preference would be to receive hard copies of all submissions of papers including answers to discussion questions.*

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<thead>
<tr>
<th>Summary of Grades</th>
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<tr>
<td>Report on a practice – two submissions</td>
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<tr>
<td>Presentation (15 minutes)</td>
<td>20 points</td>
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<td>Write up (3-5 pg.)</td>
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<td>Case analysis – one submission</td>
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<td>Presentation</td>
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<td>Team write up (3-5 pg.)</td>
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<td>Discussion questions – two submissions</td>
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<td>Individual write up (1-2 pg.)</td>
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Letter grades are determined on the following scale: A = 90 and above; B+ = 87 – 89; B = 80 – 86; C+ = 77 – 79; C = 70 - 76, D = 60 – 69; F = 59 and below.

**OTHER ITEMS**

**Academic Integrity**

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures. This includes improper citation of sources, using another student’s work, and any other form of academic misrepresentation.
Use of electronics

Students should turn off all phones, pagers, etc. during class. Laptop computers will be allowed for taking notes as long as they are not distracting or disruptive to you, your classmates or me.

Please talk with me in advance about any accommodations that you require in order to participate in this class.

This syllabus is subject to revision
**Course Outline**

**8/23: OVERVIEW OF TRAINING AND DEVELOPMENT**

**Readings**
- Noe Chapter 1

**Discussion Questions**
1. What is talent management and what is the role of development in talent management?
2. Which forces and/or trends do you believe are most critical and appropriate for companies to address with training and development solutions? Least important? Why?
3. How should firms use training and development to address the critical trends or forces influencing the workplace and learning? How do Capelli’s recommendations address the trends and forces outlined in chapter 1? In what ways do his recommendations fall short?

**8/28: STRATEGIC TRAINING**

**Readings**
- Noe ch 2 pg. 54-79
- In 2009, BEST Award-winning organizations had an average of 47.0 hours of learning content for each employee, a 15.9 percent increase from 2008. (2010). *T+D*, 64(10), 72-83.

**Discussion Questions**
1. What common trends or themes did you see in the BEST companies, and in particular in the repeat winners?
2. How were the practices highlights in the BEST companies linked to the firm’s strategy?
3. How does one make a business case for a training and development initiative? How does one demonstrate that the initiative adds value?

**Case from Text**
Noe Chapter 1 pg. 46-47

**Zappos**

**Discussion Questions**
1. Answer the questions at the end of the case.
2. What is your opinion of Zappos’s vision? How would you change it?
3. Provide your assessment of Zappos’s values? Where is the emphasis placed?
4. How do Zappos’s values benefit the customer?
5. Is there a method of gauging customer satisfaction? Why would this be important to Zappos?
8/30: STRATEGIC TRAINING, CONT.

**Readings**

- Review Just Born’s web site (www.justborn.com)

**Discussion Questions**

1. What is Just Born’s business strategy and the training and development initiatives associated with it?
2. What metrics do they use to show the value of training? Provide one recommendation for how they can make their training and development more strategically aligned.
3. How does Ingersoll Rand make a business case for training? What else can they do to demonstrate the value added of their training and development initiatives?

9/4: ORGANIZING THE TRAINING FUNCTION

**Readings**

- Noe ch. 2:pg 79 – 92

**Discussion Questions**

1. Considering the advantages and disadvantages to outsourcing, under what circumstances would you think it is appropriate (i.e., for what sort of training programs, for what aspects of training and development, etc.?)
2. How can outsourcing improve the quality of training? What do you need to know before picking a vendor?
3. The text book provides several models for a training and development function. What model is best for controlling costs? What model is most responsive to dynamic changes?

**Case**

Determining Training Needs at Union Pacific Railroad

**Discussion Questions**

1. Answer the question at the end of the case.
2. Identify the critical job issue, critical process issue and critical business issue in this case?
3. How would the training of conductors support the company’s strategy?
4. Should the project be out sourced or done internally? Why and why not.
5. Using table 3.2 pg.108 what assessment techniques would you use to assess conductors?
6. Who else should be trained prior to implementation?

9/6: MANAGERIAL AND LEADERSHIP COMPETENCIES

Readings

Discussion Questions
1. What aspects of leadership can and can’t be taught?
2. Acknowledging that managing and leading are different, what are the most critical competencies for managers and leaders?
3. Are core competencies in leadership universal? To what extent do they depend on occupation, level of management, industry, organization size, culture?

Review and discussion of film. How events can create leaders.

Discussion Questions
1. Give your assessment of the formal leader in the film.
2. Who had control of the process?
3. Did anyone surfaced as the true leader? If who and why?
4. Describe some of the traits the true leader displayed and how?
5. How was the appointed leader different from your perceived leader?
6. How was the perceived leader able to convince the others he was right?
7. What was his strongest leadership trait and why? Was he right?

9/11: MANAGEMENT AND LEADERSHIP DEVELOPMENT: OVERVIEW

Readings
- Noe ch 9 pp. 345-348; 424-428
Discussion Questions
Continued from last class
An evolving definition of leadership traits, qualities and properties
1. How would you rank by level of importance the traits of leadership and why?
2. Must leaders possess all these traits to be effective leaders?
3. How should companies determine the traits necessary for leading their organizations?
4. Provide a life experience where you effectively used leadership traits?

9/13: DEVELOPMENT: ASSESSMENT AND PLANNING
Readings
• Noe ch. 9 pp. 355-359, 377-383, ch 11 pp.460-471
• Aguinis ch 8 180-188

Discussion Questions
1. To what extent, and under what circumstances, should management development focus on retention versus placement? How should the emphasis affect the features of the program?
2. What are the differences between a program targeting high potentials or all managers? What are the pros and cons of each?
3. When identifying high-potentials, who should be told and what should they be told? Why does this matter. Should candidates be reconsidered and if so, how would this happen?

Report on Practice: Team A Presentation
1. Describe the firms vision/mission statement, values, long term objectives, key strategies, goals, implementation/programs
2. Does the HR group have a strategic plan? How is it related to the firm’s strategy? What training and development initiatives is the HR group engaged in to implement its strategy?
3. How do the training and development initiatives fit with the culture, formal structure, and external environment?
4. What recommendations do you have to better align training and development with strategy, culture, structure and environment?

Report on Practice: Team B Presentation
1. Identify a major training and development program within the firm (e.g., tuition reimbursement program, management rotation program, executive development, 360 feedback, etc.).
2. Describe the program and its objectives.
3. How does the organization justify this program? Was there a business case made before implementation? What anticipated benefits and costs were estimated? Has the program evaluated since implementation?
4. Make recommendations for how to demonstrate the value-added of this program.
Report on Practice: Team C Presentation
1. What are the core competencies for managers and leaders for this firm?
2. How do they assess these competencies?
3. Do competencies differ for entry-level, middle, and senior management? Why or why not?
4. What do they do to develop these competencies in future leaders?
5. Briefly, how would you evaluate their competencies and development initiatives

Report on Practice: Team D Presentation
1. Describe the firm’s performance management system. How is it linked to development (coaching and skills development), rewarding (incentive pay), and planning (identifying potential leaders)?
2. How do they handle the tension between high performers vs. high potentials, evaluation vs. development?
3. What other information does the firm use to do succession planning? To develop managers and leaders?
4. How could they improve their performance management system

9/18: MORE ASSESSMENT, AND COACHING

Readings
- Noe ch. 9 pp. 360-364
- Aguinis, ch. 8 188-202, ch. 9

Discussion Questions
1. Why are managers reluctant to coach? What can organizations do to overcome this reluctance?
2. 360 feedback is designed to enhance self-awareness. Why is this important to leadership?
3. What are the key design features of CCL’s assessment and feedback program that make it so successful?

Report on Practice: Team E Presentation
1. Find a 360 or similar assessment program in the organization. Describe the program and its objectives
2. Is the program administered? Do they use an outside vendor and if so, what is the vendor responsible for? Who delivers the feedback and how are those persons trained?
3. Who has knowledge of the results? What actions, if any are taking on the results?
4. How can you improve on this system?
Report on Practice: Team F Presentation
1. Choose a relatively recently developed training program. Describe the main features of the program.
2. What are the objectives of the program and the target competencies? How were these determined?
3. What were the anticipated resources and support for the program? What were the anticipated resistance factors? How were these determined?
4. Once the program was operational, what problems or surprises were there, and how did it change the program?
5. Overall, did they conduct an effective needs assessment? How could it have been more effective and why?

Report on Practice: Team G Presentation
1. Choose one training program offered in this organization. Get a description of how training is delivered and the objectives of the program (i.e., what competencies or behaviors are targeted?).
2. Considering the objective, and the learning process described in ch. 4, how effective is this method of delivery for stimulating learning?
3. What steps did they take to ensure transfer of training?
4. How could you improve transfer of training?

Report on Practice: Team H Presentation
1. Choose one training program offered in this organization that involves information or computer technology [ICT] such as e-learning, podcasts, etc. Describe the training program and the objectives of the program (i.e., what competencies or behaviors are targeted?).
2. Why did they use ICT for this program?
3. In what ways did the technology enhance learning? In what ways does it inhibit learning?
4. Provide recommendations for enhancing the learning and transfer of training for this program.
5. What steps did they take to ensure transfer of training?
9/20: NEEDS ASSESSMENT AND ORGANIZATIONAL DIAGNOSIS

Readings
• Noe ch. 3; ch. 13 537-544

Discussion Questions
1. How are training needs shaped by organization culture, structure and the external environment?
2. Go to O*net (http://www.onetonline.org/ ) and search on the occupation human resources manager. Explore all the information on this job. How can you use this information for needs assessment?
3. Person analysis can help determine whether training is the solution to a performance gap. Suppose your company – a big box appliance retailer -- had an excessively high rate of returned merchandise. Describe how a needs assessment might point to non-training solutions.

Case Novartis Teams A and B Presentation
1. What was the motivation to create a global talent management system? What is the business case for instituting a standardized global talent management system? What is its objective?
2. Evaluate the system in terms of identifying and cultivating talent.
3. Overall, what changes would you recommend? The case notes several concerns about the program, which are most pressing and how would you address these concerns?

9/25: DESIGNING TRAINING AND DEVELOPMENT EXPERIENCES TO MAXIMIZE LEARNING

Readings
• Noe ch. 4 & 5

Discussion Questions
1. How important are learning styles to training? How can training design accommodate diversity of learning styles while maintain efficiency and standardization?
2. How is learning through experience (learning theory) different from the cognitive process of learning? What are the implications of these differences for matching training technique to the type of competency?
3. What are the tradeoffs between classroom and on-the-job training techniques in terms of learning process, transfer of training, efficiency and standardization?
Case Deloitte University Teams C and D Presentation
1. What are the pressure points for changing the way training is conducted at Deloitte?
2. Evaluate the business case made for corporate university plan? If the business case is less than convincing, what additional information would be necessary to persuade you?
3. The case cites numerous considerations in implementing a corporate university? Which are the most pressing and what are your recommendations?

9/27: FORMAL TRAINING METHODS

Readings Guest Speaker: Matte Anderson (Ingersoll Rand)
Noe ch. 7

Discussion Questions
1. What makes experiential or adventure learning successful? Describe an experience you had with this training technique; what made it effective and/or ineffective? What competencies is it best suited for?
2. When is it appropriate or advantageous to use the lecture method? Describe how you would conduct benefits orientation lecture for new employees depending on whether the medium was face-to-face, synchronous electronic, or a podcast.
3. What is the difference between behavior modeling and training by demonstration? What design features assure that a training program will involve behavior modeling as opposed to simple demonstration? How can you employ behavior modeling outside of a formal training program?

10/2: ACTION LEARNING, FORMAL EDUCATION

Readings
- Noe, ch. 7, cont.

Discussion Questions
1. What sorts of competencies are best suited to action learning? What alternative t&d methods are there for developing such competencies?
2. Action learning is designed as a group training technique. Why? To what extent does it foster group versus individual development? Does it matter if in-tact group or ad-hoc groups are used?
3. Drawing on the insights from the companies described in the readings, what are the critical features for successful action learning program?
4. Formal education develops general human capital (as opposed to specific human capital). Why should organizations invest in general human capital? What are the costs/risks?

**Case Goldman Sachs Teams E and F Presentation**
1. Why was Goldman Sachs considering a more systematic approach to leadership development?
2. What changes occurred in the 1990s that prompted this effort?
3. What does it take to be a successful leader at Goldman Sachs?
4. Recommend the key features of a new development program.
   Include a consideration of how you would evaluate the program.

10/4: MENTORING
- Noe ch. 9 371-377

**Discussion Questions**
1. Why do companies employ mentoring? What are the objectives and expected benefits?
2. What alternative practices will achieve these objectives? What are the characteristics of an effective mentor? How can organizations assure that mentors are effective?
3. What are the characteristics of an effective mentor? How can organizations assure that mentors are effective?

**Case Boston Consulting Group Teams G and H Presentation**
1. What should the four mentees (Coopersmith, Wong, Nelson, and Lagarde) have done differently in their first 18 months at BCTG? What should their mentors have done differently?
2. Evaluate BCG’s mentorship program and career development activities. What are some of the challenges that make mentorship less effective?
3. What are your recommendations for making mentorship at BCG more effective?

*Notice: All writing assignments on Report on Practice and Cases are due at the end of this class.*
**10/9 JOB ASSIGNMENTS, JOB ROTATION**

- Noe ch 6 pp. 364-367; 400-404;

**Discussion Questions**

1. What are the principal design features of a management rotation program?
2. How do the external environment (e.g., turbulence, competitiveness), corporate strategy and the development strategy/objectives influence what a rotation program should look like? What should a job rotation program look like?
3. Recent economic events have led to a “logjam” in succession; slowed rates of retirements, limited job growth and layoffs have reduced the availability of promotions. How can organizations maintain employee engagement when career paths are blocked?
4. Inevitably, retirements will occur and the economy will recover, potentially resulting in rapid rise in the demand for senior leadership. How can organizations prepare for pent-up demand? What sort of development initiatives will help address this?

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**10/11: EVALUATING MANAGEMENT DEVELOPMENT**

- Noe, ch 6

**Discussion Questions**

1. Why don’t organizations conduct rigorous evaluations of training and development? What are the barriers and how do you overcome them?
2. How would you apply Kirkpatrick’s levels of measurement to evaluate a management development program?
3. Why is it that an evaluation study may show positive results on some measures (e.g., learning) but not on others (e.g., results or ROI)? As someone who is held accountable for training, what implications does this have for how you should go about evaluating training?
4. The chapter discussed several factors that influence the choice of evaluation design. Which of these factors would have the greatest influence on your choice of and evaluation design? Which would have the smallest influence? Explain your choices.