

Training and Development for Public and Nonprofit Organizations
PADMN 6965 and POLS 5/6965 - Summer 2007

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Course Overview:

The purpose of this course is to explore the theory and practice of training and development efforts in public and nonprofit organizations. Students will utilize critical thinking skills to explore the challenges involved with planning and implementing development programs for employees and volunteers of such organizations. Included are concepts of needs assessments, program design, learning styles, methods, data management, evaluation, and transfer of training.

Brief lectures and readings will be used to communicate fundamental concepts and familiarize students with a variety of approaches to human resource development. Team exercises, simulations, case studies, presentations, and projects provide students with opportunities for application and practice of those approaches.

Course Objectives:

Students will be able to:

- Assess personal strengths and weaknesses in organizational environments.
- Understand the difference between training, education, and development.
- Identify the content, theory, and practice of a variety of human resource development skills, and concepts.
- Apply skills to simulated and actual situations.
- Develop a basic understanding of workplace learning and transfer of knowledge.
- Understand a variety of presentation methods and outcome measurements.
- Recognize the roles and responsibilities of trainees, trainers, and management in effective training.
- Contribute to active, responsible, and informed class discussions.
- Participate in group exercises as an active team member.
- Demonstrate conceptual and practical understanding through high quality written, verbal, and team-oriented work.

University Policy Statements:

The University of Utah Department of Political Science seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations based on a disability, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Union Bldg, 581-5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification.

If you feel that material in this course is in sincere conflict with your core beliefs, the instructors may grant attendance or content accommodation requests if there is a reasonable alternative means of satisfying the curricular objective. It is your obligation as a student to determine, before the last day to drop courses without penalty, when course requirements may conflict with your sincerely-held core beliefs. You are also required to make content accommodation requests during the first two weeks of the semester.

<http://www.admin.utah.edu/facdev/accommodations-policy.pdf>

The University of Utah's policies pertaining to Academic Misconduct and Dishonesty will be carefully observed and strictly enforced in this class. This policy appears in the General Catalog and in the electronic Policy and Procedures Manual at <http://www.admin.utah.edu/ppmanual/8/8-10.html>

Text Books:

James C. Fisher and Kathleen M. Cole Leadership and Management of Volunteer Programs: A Guide for Volunteer Administrators.. Jossey-Bass Publishers (1993).

Raymond A. Noe, Employee Training & Development. 4th Ed. McGraw-Hill. (2008).

Evaluation:

Grading policy – It is very important for students to complete readings and assignments on time and according to the directions provided. Please follow the guidelines provided in this syllabus and in class. All assignments must be posted on WebCT prior to the beginning of class on the designated date. Late assignments will graded with very little enthusiasm. As with absences, late work will only be excused if previous arrangements are made with the professor.

The grading scale for the course will be as follows:

100 – 94 = A; 93 – 90 = A-

89 – 87 = B+; 86 - 84 = B; 83 – 80 = B-

79 – 77 = C+; 76 – 74 = C; 73 – 70 = C-; etc. . .

Course assignments include:

Note: All written assignments should be carefully crafted and submitted on time. They will be graded on:

- 25% - Clarity of communication
- 15% - Format and appearance
- 60% - Content

1. *Service-Learning (S-L) Project:* All students in the class will participate in a service-learning project. Each student will work in a group (likely 4 to 5 members each). The focus of the project will be learning how to assess, plan, deliver and evaluate a training and development program for a local charitable nonprofit (Group A) or public entity (Group B). Your work on each component of the analysis will be submitted regularly as “assignments” (see below). You will submit this work on WebCT and it will be returned to you there as well. At some point during each week, you are required to blog on WebCT within your group to discuss the assignments and the project. In addition, you will write five written reflections on the Web CT. Each group will deliver the training and will submit a final project that incorporates the work and learning on the project over the course of the semester. Students will earn up to **70 points** in this area (see distribution below).
2. *Topical Discussion Leaders.* Each student will choose a course topic and will lead a portion of the class discussion. Using all reading materials assigned for this course, as well as your cumulative MPA curriculum and your work experience, each group will prepare a creative and thoughtful discussion of the key concepts and for one of three sections of material. Students will earn up to **10 possible points** in this area. Preparation of the topic will require working in a group to prepare a presentation of the major issues, leading class discussion of the main concepts, and offering proposed “lessons learned” and “crucial theoretical or historical lessons” for each topic. Think big! What can/should we all learn from this material? How does this compare/contrast to existing scholarship you are familiar with at this point in your program? How can this inform future decisions or how could it have informed past decisions you have been involved with?
3. *Attendance and Participation.* The learning in this course depends not only on student preparation outside of the class, but active participation in the class each week. Therefore, students will earn attendance and participation points by attending each class session, preparing for class, and engaging in class discussions with insightful questions and ideas. Students will earn up to **20 points** in this area.

Assessment Summary:

Service-Learning Project (70 total pts):

- | | |
|---------------------------------------|-----------|
| Written assignments (4 @ 5 pts. each) | 20 points |
| Reflections (5 @ 2 pts. each) | 10 points |

Training Delivery (5 Org/5 Peer/5 Prof)	15 points
Final Project (5 Org/5 Peer/15 Prof)	25 points
Discussion Leader	10 points
Participation	<u>20 points</u>
TOTAL:	100 points

Schedule of Assignments:

May 15th – Introduction to course, service-learning project and other assignments, class outline, expectations, instructors, and conversation about Training and Development (T & D) theories and explanations of public and nonprofit organizations and their distinctive training and development needs (Nancy)

Readings for tonight: Noe: Chapter 1

Things due tonight: Following class you will log on to WebCT and familiarize yourself with the content. While there:

- read the S-L research guidelines and if you choose, you may fill out the research “pre-test” on the S-L section of the web site
- select your discussion topic
- sign-up for your S-L group

May 22 – Organizational development theories and conducting needs assessments (Nancy)

Readings for tonight: Noe: Chapters 2 & 3, Fisher and Cole: Chapter 4

Things due tonight:

May 29 – Learning styles and adult learners (Guest Speaker)

Readings for tonight: Noe: Chapter 4, and Electronic Reserve: Lee and Catagnus: Chapter 8. VanWart, Cayer, and Cook – “How Adults Learn: Practical Lessons from Research and Theory. Pg. 135 – 161.

Things due tonight: Assignment #1 – between 5/22 and 5/29, your S-L group will follow S-L assignment #1 outline to interview organizational representatives, conduct needs assessment and present the T & D needs assessment in class tonight.

June 5 – Program and curricular design and planning (Nancy)

Readings for tonight: VanWart, Cayer, and Cook – “Developing Effective Curricula and Lesson Plans” pg. 121 – 133.

Things due tonight: Reflection #1 – You will answer the S-L reflection question posted on WebCT. Be sure to reflect on course materials and application through the S-L needs assessment in assignment #1.

June 12 – Public Employee T & D (Sandi)

Readings for tonight: Van Wart, Cayer and Cook – “Major Trends in Public Sector Training,” pg. 277-291

Things due tonight: Assignment #2 – Following S-L assignment #2 outline to prepare a training plan for your S-L organization. Your group will present your training plan in class tonight.

June 19 – Volunteers – Recruitment, T&D, and Data Management Issues (Nancy)

Readings for tonight: Fisher and Cole: Chapters 1 , 2, 3, 5 and 6

Things due tonight: Reflection #2 – post S-L reflection in response to question on WebCT. Be sure to incorporate program and curricular design course materials and your practical experiences in working on assignment #2.

In addition, you will meet with your S-L group and divide in to sub-groups to work on a particular section of the training plan according to group preferences.

June 26 – Instructional methods (Sandi)

Readings for tonight: Noe: Chapters 7 & 8

Things due tonight: Assignment #3 – Follow S-L assignment #3 outline to prepare the training curriculum on the part of the training plan your sub-group has selected. Each sub-group will discuss their “what to train” design in class tonight.

*** Between 6/27 and 7/27 your sub-group will deliver the training you have developed. Once you have delivered the training, spend some time thinking about what you have learned from the experience. In particular, we would like for you to reflect (Reflection #5 – what we did and what we learned) on what you learned in delivery that will inform your future assessment, plan, curriculum and method designs. Use the content in the 7/10 class to evaluate your own training and group performance. ***

July 3 – No Class – Happy 4th of July!!

Things due tonight: Reflection #3 – Post S-L reflection on WebCT

July 10 - Evaluation – of T&D program, employees, and volunteers – and how they all work together (Sandi).

Readings for tonight: Noe: Chapter 6, Fisher and Cole: Chapters 7 & 8

Things due tonight: Assignment #4 – Follow S-L assignment #4 outline to pair the instructional methods framework with your sub-group training content design.

July 17th - Transfer of learning (Sandi).

Readings for tonight: Noe: Chapter 5

Things due tonight: Reflection #4 – Post S-L reflection on WebCT.

July 24 - No class – Happy Pioneer Day!!

July 31 - What does the future hold? Class summary. (Nancy and Sandi)

Readings for tonight: Noe: Chapters 10 & 13, Fisher and Cole: Chapter 9

Things due tonight: **S-L presentations – each sub group will present their final project discussing assessment, training plan, curriculum development, delivery methods, and evaluation.**