

PSYCH 340: Training and Development

University of Waterloo, Fall 2009

Wednesdays, 6:30 - 9:20 p.m.

Room: PAS 2083

Instructor

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Teaching Assistants

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T.A. Office hours:
Weds. 5 - 6:15, PAS 4026, x 33786
and Fri. 11-noon, PAS 4026, x 33786

Textbook (required)

Thacker, J. W. & Blanchard, P. N. 2006. *Effective training*. Pearson Prentice Hall.
ISBN 0-13-127175-X

Course Description

This course covers major aspects of training including

- its place within the rest of the organization's systems and processes
- concepts of learning and motivation relevant to training
- stages of training program development and implementation, from needs analysis to evaluation and continuous improvement
- training methods
- development and implementation of training programs
- management development, coaching, and special uses of training

Course Objectives correspond to three kinds of outcomes typically sought in training.

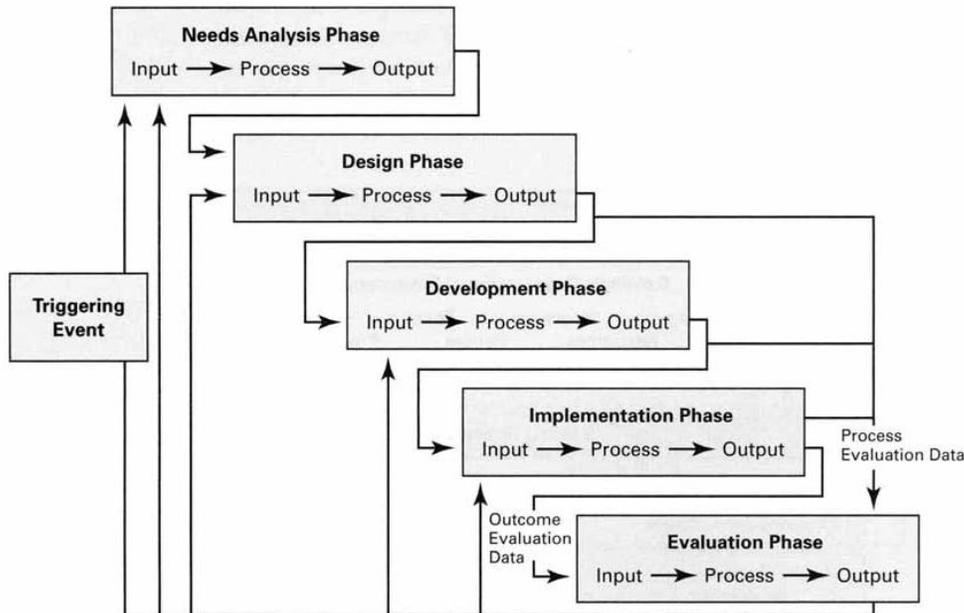
Knowledge: Upon mastery of the course materials, students will be able to describe the major elements of training program planning, implementation, and evaluation. Students will also be able to explain the rationales for contemporary uses of training (e.g., in management of diversity) and determine when training should *not* be used to address performance gaps.

Skills: Students will be able to perform key tasks of training program planning, implementation, and evaluation, such as composing training objectives, matching training methods to training objectives (and to constraints), and producing course evaluation questionnaires and designs.

Attitudes: Students will recognize the value of taking a systematic approach to planning and implementation of training and development (T&D) programs.

The Systematic Approach to Planning and Implementation of T&D Programs

The knowledge, skills, and attitudes (KSAs) pursued in this course all map to the following scheme for T&D (reproduced from the course textbook, p. 22).



Thus the course's *knowledge* requirements involve the scheme as a whole (e.g., the rationale for this ordering of phases) as well as topics within each phase (e.g., components of a program development plan). *Skills* requirements correspond with specific phases (e.g., training methods are selected and adapted in the Development phase). Enthusiastic *attitudes* toward this systematic approach should flow directly from students' successful use of the scheme to produce a training program design or other products during in-class, group work sessions.

Learning Process in this Course

Students will be able to acquire these KSAs through

- studying textbook (or other reading) material and lecture material individually
- discussing course material with the instructor and one another during scheduled class time
- completing structured tasks in class after individual preparation (e.g., analyzing a case study)

Students will experience an "active learning" approach to course instruction. That is, instead of coming to class to sit through lectures, students will spend most of the class time discussing the material and engaging it through structured tasks or team project work. Students will view the lectures as "podcasts" in advance of class sessions, arriving with questions or other input to class discussions. Also in advance of class sessions, students will read textbook material and material for the week's structured task or teamwork, depending on what is scheduled for that week. All lecture material and structured task material will be available on the ACE website. A quiz will be administered most weeks through the ACE website.

Course Requirements and Marking

- On-line quizzes concerning the week's material – 33.3% of the final mark
 - Scored zero if the deadline is missed (see next section); low quiz mark is dropped.
- Team project work done in class – 33.3% of the final mark
 - Teams will be assigned randomly and will be maintained over the course of the term.
 - For each assignment, all contributing members of the team will receive the same initial score, based on assessments by the instructor and/or teaching assistants.
 - For unexcused absences, the individual's score on that assignment will be zero.
 - Each individual's lowest mark (which could include zero) will be dropped before calculating the average mark among project assignments.
 - A peer evaluation component will be co-designed with the class during the term and implemented at the end of the term.
 - Peer evaluation may lead to variation within the team for the final score for team project work, with possible adjustment upward or downward from initial scores.
- Final exam – 33.3% of the final mark
 - Knowledge of the kind that is assessed on the quizzes will be re-evaluated on the final exam. Thus, a fill-in-the-blanks approach to the on-line quizzes is not very good preparation for the exam. More thorough acquisition of knowledge, week-by-week, is a better approach.
 - Skills of the kind developed in the team project work will also be covered on the final exam. Consequently, full engagement of all individuals in the project work is highly advisable.

Deadlines

- On-line quizzes will become available on the ACE website on the day after class. The quiz will cover the lecture (podcast), reading, and any other material assigned for that class, and any additional material covered in class. The time window for taking the quiz will close at *11:55* on the *Sunday night* that is four nights after class time. The quiz score will be zero if no quiz is completed by that time; otherwise it will be scored on a simple percentage correct basis (out of, for example, 15 items). Quizzes may be taken only once, and students must plan to complete the quiz in one sitting in the amount of time stated on the website (usually around 25 minutes). The website will give immediate feedback about students' scores. Students should come to office hours to discuss quiz-taking strategies if necessary.
- Team project work must be submitted through the ACE website (drop box, attachments enabled) anytime after class *up to Friday* (two days later) at *noon*. This will allow T.A.s to give timely feedback to students, and the instructor will be able to gauge, in advance of the next class, whether the intended skills are being displayed. *All project work must be done in class Wednesday night*, except for posting the group product to ACE. If all notations or other aspects to the group product are already in an electronic file at the end of class, it may be possible to submit the product right then. Otherwise, one group member may need to type out hand written notes/answers and submit that material. This role of "submitter" and other designated roles should rotate across weeks within the group.

- Questions that arise in advance of class about lecture, text, or any other material may be submitted in advance of class to a designated "drop box" on ACE (no attachments, just text). This drop box will disappear at *noon* on the *day of class*, to encourage submissions that allow time for the instructor to develop a full response. Student postings are optional and anonymous (thus not marked nor credited).

Podcast Version of Course Description

- Enrolled students with access to the ACE course website who did *not* attend the first class session should go to the "Resources" tab and follow the link to the course description podcast, to obtain further information about course process and structure (e.g., how materials will be organized on the ACE website).
- Others should be able to access this podcast by logging into ACE (as a Guest if necessary) and doing a "Search" (i.e., click the search button or link) on Psychology 340.
- This podcast will become available within approximately 4 days after the first class session.

University-Mandated Announcements:

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca
Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Requests for Alternate Sitzings for Tests

Religious Grounds - Requests for alternate sitting for tests/exams based on religious grounds must be made to the Associate Dean (currently Bill Chesney) within one week of the final exam

schedule being posted by the Registrar's Office. The Associate Dean will contact the instructor on the student's behalf to request an alternate exam sitting.

Elective Arrangements (e.g., travel plans) are not considered acceptable grounds for granting an alternate time for tests/exams per the University of Waterloo Examination Regulations.

Illness or Bereavement

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form*:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or test (including quizzes), the instructor will either

- waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
- provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Instructors are advised to require the UW Verification of Illness form as the only acceptable proof, and to be vigilant that the information on the form adequately justifies the request for accommodation. The form is readily available on the web.

Communication of Announcements

Please check the UW Home Page (<http://www.uwaterloo.ca/>) as well as ACE for important announcements should an emergency arise (e.g., a major snow storm on the day of the final exam).

Tentative Schedule of Topics

Please note: This is the first time that this course has been taught in the format, so adjustments to this schedule are likely to be necessary as we go along in the term. Folder or file names on the ACE website will specify dates, topics, and required readings.

Week	Date	Topic	Text Chap.
1	Sep 16	Introduction and Course Design Rationale	
2	Sep 23	Foundations and Organizational Context of Training and Development	1
3	Sep 30	Learning, Motivation and Performance	2
4	Oct 7	Needs Analysis	3
5	Oct 14	Training Design	4
6	Oct 21	Traditional Training Methods	5
7	Oct 28	Computer-Based Training Methods	6
8	Nov 4	Development and Implementation of Training	7
9	Nov 11	Evaluation of Training	8
10	Nov 18	Training in Canadian Organizations	9
11	Nov 25	Management Development	10
12	Dec 02	Training, Coaching, and Organization Development	*

* Supplementary (optional) readings may be made available for week 12 or other weeks.

Syllabus version of first day of class, September 16, 2009.

Updates, as necessary, will appear on the ACE course website