

University of Waterloo
Department of Psychology
PSYCH 340
Training and Development
Winter 2014
Wednesday 6:30-9:20 p.m. RCH 105

Instructor and T.A. Information

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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 Goals and Learning Outcomes

Course objectives correspond to three kinds of outcomes typically sought in training:

A. 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.

B. 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.

C. Attitudes

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

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, TAs, and one another during scheduled class time
- Completing structured tasks in class (e.g., analyzing a case study) after individual preparation

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 “podcast” lectures 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 course website. A quiz will be administered most weeks through the course website.

Required Text

Thacker, J. W. & Blanchard, P. N. 2006. *Effective training*. Pearson Prentice Hall. ISBN 0-13-127175-X, also numbered as 9780131271753

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
On-line quizzes	Weekly	33.3%
Team project work done in class	Weekly	33.3%
Final exam	Final exam period	33.3%
Total		100%

On-Line Quizzes

- Each weekly quiz will become available on the course website on Thursday beginning the first week of classes.
- The quiz will cover the lecture (podcast), assigned reading, and any other assigned or provided material.
- The quiz must be taken in advance of the next class meeting. The time window for taking the quiz will close at 5:00 pm on each Wednesday (that is, 90 minutes before each class).
- The quiz score will be zero if no quiz is completed by that time (unless Verification of Illness form has been provided or other formal exemption has been arranged).
- Each quiz may be taken only once, and students must plan to complete the quiz in one sitting in the amount of time stated on Learn (usually around 25 minutes).
- Learn will give immediate feedback about your score.
- The lowest quiz mark will be dropped when averaging to generate the grade on this component of the course.

Team Project Work

- All team project work will be done during class time.
- Teams will be assigned randomly and will be maintained over the entire term.
- For each assignment, all contributing members of the team will receive the same score, based on assessments by the instructor and/or teaching assistants.
- For unexcused absences, the absent 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.
- Peer evaluations will be obtained at the end of the term, concerning:
 - In a typical class meeting, how *prepared* was the group member to do the group work (e.g., appeared to have completed the podcast and the reading or other preparation)?
 - How fully *engaged* as a participant was the group member in the group work (e.g., continuously listening, offering suggestions as warranted)?
 - How much *contribution* did the group member make to the typical product submitted by your group?
- Peer evaluations will be used to adjust students' project work scores upward or downward from initially calculated averages, particularly in instances of especially high or low peer ratings of preparation, engagement, and contribution.

Final Exam

- The final exam will partly consist of multiple-choice questions that will evaluate the kind of material assessed on the weekly quizzes.
- The final exam will also consist of applied items that will require skills and knowledge developed in the weekly team project work.
- The final will be an *open-book* exam. Students are permitted to use the textbook and any personal written materials. Students will **NOT** be permitted to use any electronic aids (e.g., smartphones, laptops, etc.).
- The final exam period is April 8 to April 24 inclusive. Students are obliged to be available throughout this period. **Do NOT make any vacation, travel, or other comparable commitments during this time.**

Course Outline

Week	Date	Topic	Text Readings
1	January 8	Introduction to Course Design	None
2	January 15	Foundations; Organizational Context of Training and Development; Teamwork	Chapter 1
3	January 22	Learning, Motivation and Performance	Chapter 2
4	January 29	Training Needs Analysis	Chapter 3
5	February 5	Training Design I	Chapter 4
6	February 12	Training Design II	Chapter 4
	February 19	READING WEEK	
7	February 26	Traditional Training Methods	Chapter 5
8	March 5	Computer-Based Training Methods	Chapter 6
9	March 12	Development and Implementation of Training	Chapter 7
10	March 19	Evaluation of Training I	Chapter 8
11	March 26	Evaluation of Training II	Chapter 8
12	April 2	“Special” Uses of Training; Management Development	Chapters 9 and 10

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn up to 4% "bonus" marks that will be added to the final grade (to a maximum of 100%) through research experience.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics. Note that participation is restricted to research activities relevant to the course.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and

will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[INSTRUCTIONS/DATES/DEADLINES: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program in general is available at:
[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your instructor or TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture in this course. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo 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 offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (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](#).

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](#).

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](#).

Other sources of information for students

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services office](#), 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 AS office at the beginning of each academic term.