

PSYCH 340: Training and Development

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Location PAS 2083 *** Note change from
previous years
Times Wednesdays, 6:30 - 9:20

Required Text

Textbook: 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, beginning with needs analysis and ending with evaluation and continuous improvement; training methods; development and implementation of training programs; management development, coaching, and special uses of training.

Tentative Schedule, Fall 2007

Week	Date	Topic	Text Chap.
1	Sep 12	Introduction	
2	Sep 19	Organizational Context of Training and Development	1
3	Sep 26	Learning, Motivation and Performance	2
4	Oct 3	Needs Analysis <i>Proposal for Paper is Due</i>	3
5	Oct 10	Training Design <i>Exam 1 (covers chapters 1, 2, 3)</i>	4
6	Oct 17	Traditional Training Methods	5
7	Oct 24	Computer-Based Training Methods	6
8	Oct 31	Development and Implementation of Training <i>Exam 2 (covers chapters 4, 5, 6)</i>	7
9	Nov 7	Evaluation of Training	8
10	Nov 14	Training in Canadian Organizations	9
11	Nov 21	Management Development <i>Paper is Due</i>	10
12	Nov 28	Training, Coaching, and Organization Development <i>Exam 3 (covers chapters 7, 8, 9, 10)</i>	*

* Supplementary (optional) readings to be made available for week 12

Initial syllabus version, September 11, 2007

Updates, if necessary, will appear on the ACE course website (NOT jmichela website).

Course Requirements

Exams

There will be 3 non-cumulative exams scheduled throughout the term. Each exam will cover the book chapters specified for that exam on the final syllabus, along with lecture material preceding the exam date. There will be no final exam scheduled in the final exam period. Each exam will count 25% toward the final mark (for a total of 75% of the final mark). If an exam is missed, the instructor will have the option of (a) scheduling a make-up if a suitable excuse is provided; (b) counting the remaining exams each as 37.5% of the final mark, or (c) assigning a score of zero.

Exams will consist of approximately 24 multiple choice items (worth 1 mark each) and approximately 2 short answer questions (worth about 4 marks each).

Participation Mark

There will be in-class work periods scheduled on most weeks for the second half of the class meeting (after lecture). You are expected to attend these work periods and turn in required material at the end of the period. Your performance in this work will be worth 10% of your final grade.

Written Assignment

Outside of class you will be required to write a mini-term-paper which will be worth 15% of your final grade. The due date for this assignment appears with the weekly schedule.

Here are some examples of possible topics:

- How to design customer service representative training to maximize transfer of learning from the training setting to the work setting
- Review of the evidence for the effectiveness of training for management development
- Advantages and disadvantages of internet-based training for keeping software engineers up-to-date with technical developments in programming

Notice that these sample topics are focused in ways to allow meaningful coverage in a short paper. For example, conditions for transfer of training are suggested specifically for customer service representatives (based on what is known generally about transfer of training and how this general knowledge can be expected to apply to this kind of training); evidence of effectiveness of training is reviewed specifically for management development.

The length of the write-up itself should be 8-10 double-spaced typewritten pages--less than a true term paper, but more than a brief "thought paper." The paper should be based on a library search that leads you to cite and use one or a few published, primary sources. Primary sources are articles in peer-reviewed academic journals or in academic books (e.g., volumes with academic scholars as editors, published by academic publishers and held in university library collections). The textbook for this or other universities' offerings of this course would *not* be a primary source, *nor* would any website.

The purpose of the written assignment is to provide an opportunity to go beyond text or lecture coverage of the course material. Please use this assignment to give some thought and study to a topic in this course that interests you.

To help you get started on the paper in a timely and productive way, a plan or proposal for your paper will be due early in the term (see schedule). Guidelines for this one-page proposal are at:

<http://watarts.uwaterloo.ca/~jmichela/courses/340/guidelinesforpaperproposal.htm>

Other suggestions, such as about doing library searches, may appear on the course website, e.g.: <http://watarts.uwaterloo.ca/~jmichela/courses/340/libraryinfo1.htm>

Marking Criteria for Written Assignment

Topic Appropriateness - e.g., is there a clear connection of the material in the paper with the material in the course? Does the material in the paper go beyond material in the text or lecture?

Structure of the Presentation - e.g., is there a clear problem statement? Is the overall outline or structure of the paper apparent and appropriate?

Evidence - e.g., is there evidence presented for points made, and is it convincing? Are proper reference citations provided? Are citations made to the sorts of primary sources described above?

Style/Mechanics - e.g., easy to read/understand; no obvious grammatical or spelling errors; proper use of apostrophe for possessive case; proper organization at a more fine-grained level than as required under "Structure of the Presentation" (e.g. within-paragraph organization).

Academic Integrity

The Arts Faculty Council requests the following statement on all course outlines:

Note on avoidance of academic offences:

All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).

If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to "group work" and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean."

For further information you may see also: <http://watarts.uwaterloo.ca/~sager/plagiarism.html> and http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Examination Procedures

Exams will be written in the cramped conditions of the lecture hall. Individuals may be asked to sit someplace else during administration of an exam. This may be done for reasons of crowding or suspecting that the individual's answers are being scanned by someone else. Therefore, one's being asked to sit elsewhere does not imply wrongdoing.

In case of class cancellation (e.g., due to snow) on the final day of class, please consult the course website for rescheduling of the third exam.