

PSYCH 340: Training and Development
University of Waterloo, Fall 2008
Wednesdays, 6:30 - 9:20 p.m.
Room: PAS 2083

Instructor

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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, 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.

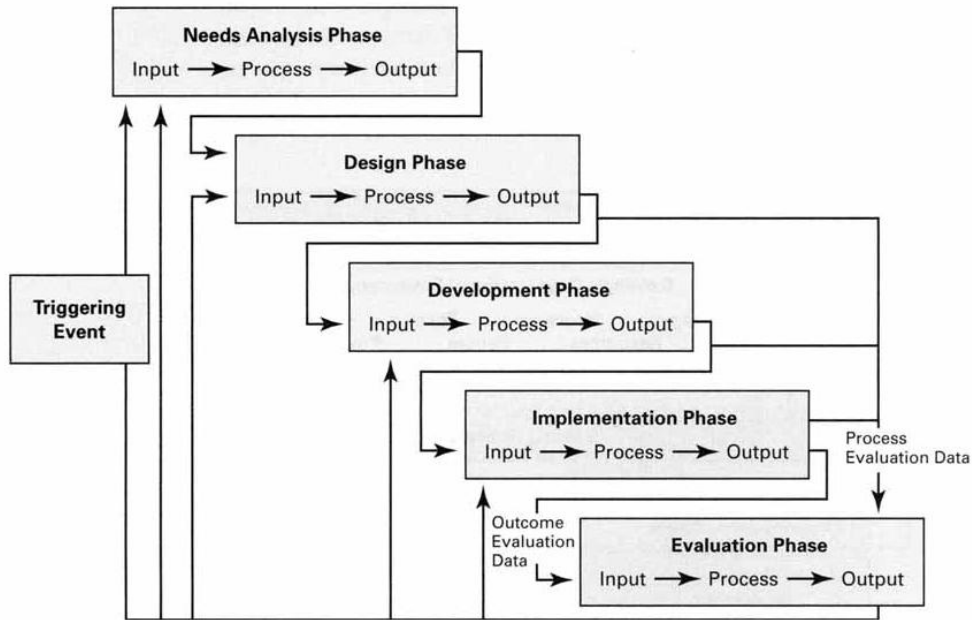
Knowledge: Upon mastery of the course materials, students will be able to describe the major elements of training program planning, implementation, and evaluation. Students will also be able to explain the rationales for contemporary uses of training (e.g., in management of diversity) and determine when 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. 6).



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 from students' successful use of the scheme to acquire and use T&D knowledge and skills.

Learning Process in this Course

Students will be able to acquire these KSAs through

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

Students will experience an "active learning" approach to course instruction. That is, instead of coming to class solely to sit through lectures, students will spend some of the class time discussing the material and engaging it through structured task work.

A typical class session will

- begin with a period of discussion (e.g., Q&A) of the lecture and reading material covered over the past week
- include a quiz on this material
- include a period of doing a structured task in pairs or groups concerning this material
- include a mini-lecture introducing the following week's material

Thus, in advance of class sessions, students should review their notes from the prior lecture, study relevant textbook material, obtain and use the weekly study guide, and read material describing the week's structured task. All structured task material will be available in the text or on the ACE website (and will be posted on the ACE website by noon on the Friday in between the lecture and the following week's discussion, quiz, and task period). This material may specify that students are to bring answers to particular questions and turn them in. Usually, however, answers or other products in structured tasks will be developed collaboratively in pairs or groups during class, building on thoughts brought in by students.

The location of this material on ACE will be within the "Lessons" tab, organized by weeks. For example, the material for the week numbered "2" on the Schedule of Topics (next page) will be in a folder named "For Week 2, Foundation Concepts" or something similar.

Course Requirements and Marking

- in-class quizzes concerning the week's material (50% of final mark) beginning Week 2
- in-class work on assigned tasks (25% of final mark)
- culminating exam (25%)

Each of the quizzes will count equally toward the final mark (regardless of the number of questions on the quiz) by averaging the available quiz scores. The lowest mark will be dropped. Unexcused absences yield a score of zero; one and only one such score may be dropped. Excused absences will be handled case-by-case (either with make-up work or reducing the number of quizzes to be averaged for the quiz component of the final mark).

In-class work will be marked on a random basis; that is, not all students' work will be marked each week. The overall scores assigned for the in-class work component of the final mark will be the average of however many assignments were marked for each individual.

The culminating exam will occur during the final exam period. A study guide or equivalent preparation resource will be provided in advance of the exam date.

Note on Avoidance of Academic Offenses

The Arts Faculty Council requires the following statement on all course outlines/syllabi:

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>>.

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Schedule of Topics Fall, 2008

Week	Date	Topic	Text Chap.
1	Sep 10	Course Approach, Requirements, Introduction	
2	Sep 17	Foundation Concepts for Training in Organizations	1*
3	Sep 24	Learning, Motivation and Performance	2*
4	Oct 1	Needs Analysis	3*
5	Oct 8	Training Design	4*
6	Oct 15	Traditional Training Methods	5*
7	Oct 22	Computer-Based Training Methods	6*
8	Oct 29	Development and Implementation of Training	7*
9	Nov 5	Evaluation of Training	8*
10	Nov 12	Training in Canadian Organizations	9*
11	Nov 19	Management Development	10*
12	Nov 26	Training, Coaching, and Organization Development	*

* The course's ACE website, under the "Lessons" tab, will indicate whether students should study and be prepared to discuss and be quizzed on additional material (e.g., part of some other chapter) or material that is different from the listed chapter (e.g., if we get behind schedule). Students are expected to check these requirements every week.

Initial syllabus version, September 10, 2008

Updates to this schedule will appear on the ACE course website if necessary.