

## PSYCH 340: Training and Development

University of Waterloo, Fall 2012

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

Rooms: RCH 301 and designated "break-out" rooms

### Instructor

Professor John Michela

Department of Psychology

Office hours: Thurs 1:30-2:30 and by appointment

PAS Building, room 4025

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### Teaching Assistants

Franki Kung, [franki.kung@uwaterloo.ca](mailto:franki.kung@uwaterloo.ca)

Pylin Chuapetcharasopon, [pchuapet@uwaterloo.ca](mailto:pchuapet@uwaterloo.ca)

T.A. Office hours:

Weds. 5:00-6:00, PAS 4026, x 33786

### Textbook (required)

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

### 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.

## 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, "Deadlines")
  - Lowest quiz mark is dropped when averaging to generate this component of marking
- 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 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
  - 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 done 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 – 33.3% of the final mark
  - Knowledge of the kind that is assessed on the quizzes and through in-class activities will be re-evaluated on the final exam. Thus, a fill-in-the-blanks approach to the on-line quizzes, or a passive approach to in-class activities, would not be a 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 course website on the next day after each class meeting, including after the first class meeting. The quiz will cover the lecture (podcast), assigned reading, and any other material assigned or provided for the corresponding week (e.g., study guides as available on the course website). 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 scheduled session, starting with the second one). The quiz score will be zero if no quiz is completed by that time (unless formal documentation of illness or other formal excuse or exemption has been arranged); 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

activities; (2) data from an on-line survey, specific to the research, that you would complete in a specified window of time *during* the academic term; and (3) data from an on-line survey that you would complete in a specified window of time at the *end* of the academic term. Students must answer both surveys to obtain full bonus marks. Data will only be used in aggregate form, and there will be no individual identifying information associated with your data at the conclusion of the study. There will be more information about this opportunity presented in the first meeting of the class. The instructor and other teaching assistants assigning grades will not be aware of who has elected to participate in the training evaluation study, and your choice of whether to participate will have no consequences for your grade in this course.

If you prefer not to participate in the training evaluation study, you can still earn equivalent bonus marks by completing a research- or practice-oriented article review (see below).

***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 (1-1/2 to 2 pages) of research- or practice-oriented articles that are directly relevant to the course. The course instructor will specify suitable sources of articles for this course (e.g., scientific journals and practitioner journals). *You must contact your TA to get approval for any article you have chosen before writing the review.* Each review article counts as one percentage bonus point. To receive credit, you must follow specific guidelines. The article review must:

- *Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.*
- Be typed and submitted through a designated course website drop box folder.
- Fully identify the title, author(s), source and date of the article. A copy of the article must be provided either as an attachment to your drop box submission, or as a paper copy placed in the instructor's mail slot in PAS 3021A (which is open during normal business hours—or it may be mailed there as through campus mail).
- 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.

Please keep a copy of your review and article in the unlikely event we mishandle the original.

### **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](mailto: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. For more information, see <http://www.uwaterloo.ca/academicintegrity>.

**Discipline:** A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], 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 instructor, 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

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### Schedule of Topics

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Week	Date	Topic	Text Chap.
1	Sep 12	Introduction and Course Design Rationale	
2	Sep 19	Foundations Organizational Context of Training and Development Teamwork	1
3	Sep 26	Learning, Motivation and Performance	2
4	Oct 3	Training Needs Analysis	3
5	Oct 10	Training Design I	4
6	Oct 17	Training Design II	4
7	Oct 24	Traditional Training Methods	5
8	Oct 31	Computer-Based Training Methods	6
9	Nov 7	Development and Implementation of Training	7
10	Nov 14	Evaluation of Training I	8
11	Nov 21	Evaluation of Training II	8
12	Nov 28	"Special" uses of training Management Development	9, 10

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Supplementary (optional or required) readings may be made available for some weeks.

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Syllabus version of September 10, 2012.

Updates to this schedule of topics, if necessary, will appear on the course website.