

University of Waterloo
Department of Psychology
PSYCH 340
Training and Development
Fall 2019

Weds. 6:30 – 8:50, RCH 306 and RCH 306/308

Instructor and T.A. Information

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Please use U. of Waterloo mail services (not gmail, etc.) when contacting us.

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Office	PAS 4029	PAS 4029
Office Hours	Weds. 5:15 – 6:15 p.m.	Weds. 5:15 – 6:15 p.m.

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

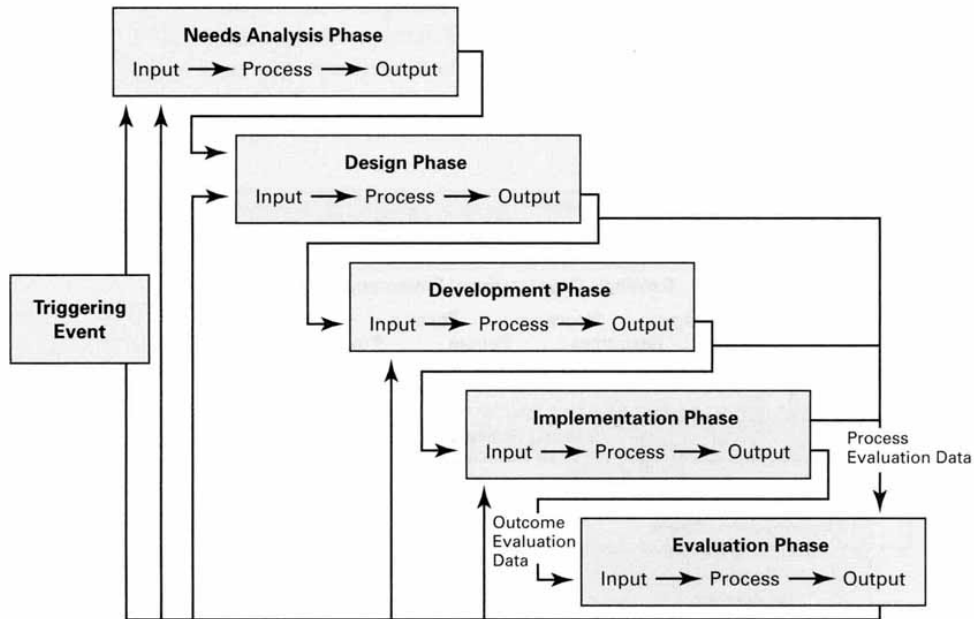
Course objectives correspond to three kinds of outcomes typically sought in training:

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.

Nearly all of the knowledge, skills, and attitudes (KSAs) pursued in this course may be mapped 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., data to collect in the Needs Analysis phase). Skills requirements correspond with specific phases (e.g., training methods are selected and adapted in the Development phase). Enthusiastic attitudes toward using 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.

Course Format and Learning Process

Students will acquire course KSAs through

- studying textbook (or other reading) material and on-line lecture material individually
- discussing course material with the instructor and with one another during scheduled class time
- completing structured tasks in class (e.g., analyzing a case study) as a member of a group, drawing on prior individual preparation and working together as a team to produce a product by the end of the class meeting time

Thus, 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 required 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

Required quizzes and in-class activity materials become available on the course website week-by-week in accordance with the weekly schedule shown in the Course Outline.

Assessment	Date of Evaluation	Weighting
1. On-line quizzes	Most weeks, due 5 pm class day	40%
2. In-class group assignments	Most weeks, due end of class	35%
3. In-class test	November 27, 2019	25%
4. Peer evaluation	In week after last class meeting	0%*
Total		100%

Assessment 1

On-line quizzes will be timed as indicated on the course website, and there are no re-takes. Quizzes are open book, but because of limited time it will not be possible to simply find answers on the fly in most instances; proper studying is necessary. If not taken by the deadline, the quiz score will be zero. The lowest among all weekly quizzes will be dropped from the marking.

Assessment 2

A single product will be produced and uploaded by each group by the end of the class period. One lowest-scoring assignment will be dropped from the marking. For some students this instance may be an instance of an unexcused absence, otherwise scored as zero.

Assessment 3

Questions on the in-class test will resemble the kinds of questions posed for the in-class assignments of earlier weeks. Consequently, full preparation for, and engagement in the in-class activities, week-by-week, is highly advisable.

Assessment 4

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 downward (or upward) from initially calculated averages, only in instances of especially low (or high) peer ratings. Therefore nearly all students' marks will not be affected by peer ratings. Ordinarily only one or a few students with especially low ratings (signalling disengagement) see any effect from the peer ratings. Failure to submit peer evaluations when requested will result in a reduction in the in-class assignment part of the overall course mark.

Course Outline

Week	Date	Topic	Text Chapter
1	September 4, 2019	Introduction and Course Design Rationale	
2	September 11, 2019	Foundations; Organizational Context of Training and Development; Coursework teamwork	1
3	September 18, 2019	Learning, Motivation, and Performance	2
4	September 25, 2019	Training Needs Analysis	3
5	October 2, 2019	Training Design I	4
6	October 9, 2019	Training Design II	5
	October 16, 2019	Reading Week	
7	October 23, 2019	Traditional Training Methods	6
8	October 30, 2019	Computer-Based Training Methods	7
9	November 6, 2019	Development and Implementation of Training	8
10	November 13, 2019	Evaluation of Training	8
11	November 20, 2019	“Special” Uses of Training	9
12	November 27, 2019	In-Class Test	10 optional

Electronic Device Policy

Some students in each assigned group will need to bring a notebook computer to class so that the in-class assignment can be produced and submitted to a drop box.

Attendance Policy

Attendance is required at all initial meetings of the whole class and all immediately following group break-out session. Attendance will be taken, and weekly assignments will be scored as zero for anyone with an unexcused absence. The university-wide procedures apply for excusing absences, such as submitting a verification of illness form to the instructor when warranted.

Late Work

In the case of a quiz that has been missed for an excused reason, the instructor will either:

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

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. See the [Office of Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more

information. 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns about a Course Policy or Decision

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 (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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.

Accommodation for course requirements for Psychology courses.

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

Mental Health Services

Mental Health Services’ aim is to provide holistic programming and services to help students to lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

Contact Information for Health Services:

Health Services Building

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Information for Counselling Services:

Needles Hall Addition, NH 2401

Call 519-888-4567 x 32655 to schedule an appointment

counserv@uwaterloo.ca

Territorial Acknowledgement

We in the Department of Psychology acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.