PSYCH 340: Training and Development
University of Waterloo, Winter 2016
Fridays, 10:00 a.m. - 12:20 p.m.
Room: HH 1101 and designated "break-out" rooms:
HH 119, 139, 334, 344

Instructor

Prof. John Michela
Department of Psychology
Office hours: Tues 3:30-4:30 and by appointment

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Teaching Assistants

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T.A. Office hours:
TBA,   PAS 4029

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.

A Systematic Approach to Planning and Implementation of 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).
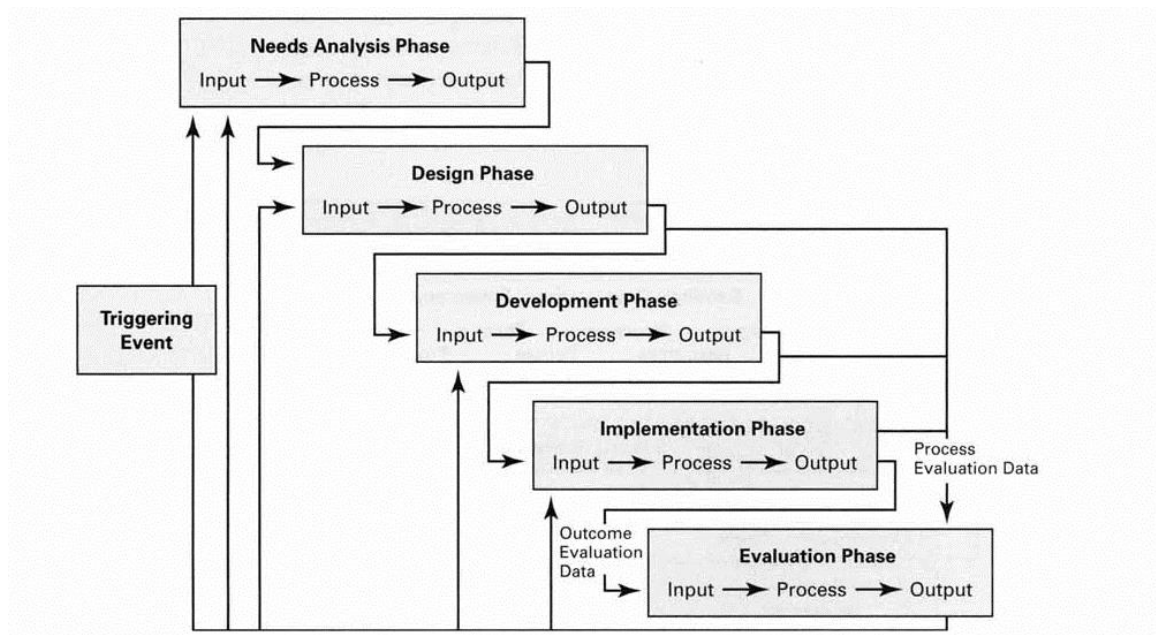
Thus the course's *knowledge* requirements involve the scheme as a whole (e.g., the rationale for this ordering of phases) as well as topics within each phase (e.g., components of a program development plan). *Skills* requirements correspond with specific phases (e.g., training methods are selected and adapted in the Development phase). Enthusiastic *attitudes* toward this systematic approach should flow directly from students' successful use of the scheme to produce a training program design or other products during in-class, group work sessions.

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 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.

Course Requirements and Marking

- On-line quizzes concerning the week's material – 30% 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 – 30% 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. Attendance will be taken at the beginning of each team work session ("discussion" section in the course scheduling system). Students will be considered absent if not present when attendance is taken. Students are urged to view their attendance records in the gradebook periodically and to promptly inform the instructor of errors. No notation will appear when present; otherwise "Absent" or "Excused" will appear.
  - 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. Failure to submit peer evaluations when requested will result in a reduction in this part of the course mark.
- Final exam – 40% of the final mark
  - Basic knowledge of the kind that is assessed on the quizzes by multiple choice will be re-evaluated on the final exam either by multiple choice or short answer. Thus, a fill-in-the-blanks approach to the on-line quizzes, without seeking deeper understanding, is not 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 upcoming class meeting. For evening classes, the time window for taking the quiz will close at *5:00 pm* on each *class day* (starting with the second week's session). For daytime classes, the time window for taking the quiz will close at *the start time of class* (e.g., 10:00

am)*.* 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 website will give immediate feedback about students' scores. Students should come to office hours to discuss quiz-taking strategies if necessary.

- Team project work must be submitted through the course website (into a week-specific drop box) by the end of the class period, at which time the drop box will close. One team member in the role of "transcriber/submitter" will use his or her portable computer to do this submission. This role of "transcriber/submitter" and other designated roles may rotate across weeks in the group.
- Questions that arise in advance of class about lecture, text, and so forth may be submitted directly to the instructor through UW email. Submissions that occur shortly before class may not be seen in time, so please submit well before class if possible.

Podcast Version of Course Description

- Enrolled students who did *not* attend the first class session should go to the "Course Materials" tab of the course website and follow the link under "Content" to the course description podcast, to obtain further information about course process and structure (e.g., how materials will be organized on the course website). Please note that the course description podcast just gives an overview that may not be fully accurate about deadlines or other regulations (because these change from term to term), so refer to this syllabus for those.

University-Mandated Announcements:

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 website (Arts)](#)
[Academic Integrity Office (UWaterloo)](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension, 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.

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 Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:
Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext 38790

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.

Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
- seek medical treatment as soon as possible and obtain a completed uWaterloo Verification of Illness Form: https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:
1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Requests for Alternate Sittings for Tests

Religious Grounds - Requests for alternate sitting for tests/exams based on religious grounds must be made to the Associate Dean (currently Bill Chesney) within one week of the final exam schedule being posted by the Registrar's Office. The Associate Dean will contact the instructor on the student's behalf to request an alternate exam sitting.

Elective Arrangements (e.g., travel plans) are not considered acceptable grounds for granting an alternate time for tests/exams per the University of Waterloo Examination Regulations.

Communication of Announcements

Please check the UW Home Page (http://www.uwaterloo.ca/) as well as the course website for important announcements should an emergency arise (e.g., a major snow storm on the day of the final exam).

Please Use Your UW E-Mail Account for All Correspondence

Your identity from other accounts cannot be assured so you are required to use you UW e-mail for all correspondence with TAs or the instructor. Please see also:

> https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/email/statement-official-student-email-address

Schedule of Topics

Week	Date	Topic	Text Chap.
1	Jan 8	Introduction and Course Design Rationale	
2	Jan 15	Foundations Organizational Context of Training and Development Teamwork	1
3	Jan 22	Learning, Motivation and Performance	2
4	Jan 29	Training Needs Analysis	3
5	Feb 5	Training Design II	4
6	Feb 12	Training Design I	4
	Feb 19	Reading Week	5
7	Feb 26	Traditional Training Methods	5
8	Mar 4	Computer-Based Training Methods	6
9	Mar 11	Development and Implementation of Training	7
10	Mar 18	Evaluation of Training I	8
11	Apr 1	Evaluation of Training II	8
12	Apr 4	"Special" uses of training Management Development	9, 10

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

Syllabus version of January 7, 2016

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