
MOS 3343B Training and Development
Course Outline: Section – 001 / Winter

1. Course Information:

Class Location and Time:

B&GS 0165

Tuesday: 1:30-2:30

Thursday: 1:30-3:30

Instructor: Dr. Johanna Weststar

Office: SCC 4427

Phone: 661-2111 x86148

Office Hours: Tuesday 11:30-12:30 & Thursday 10:30-12:30

Email: weststar@uwo.ca

By appointment

Course Website: <https://owl.uwo.ca/portal/site/5129e106-82ff-4896-ba5b-74bb54574847>

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

2. Calendar Description

The purpose of this course is to provide an understanding of the role of training and the various forms training can take. Students develop a theoretical and applied understanding of training practices in Canadian workplaces as well as a practical knowledge of instructional design.

Antirequisite(s): None indicated

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS.

3 lecture hours, 0.5 course

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

3. Textbook

Saks, A. M. & Haccoun, R. R. 2010. Managing Performance Through Training and Development. Fifth Edition. Toronto: Nelson Education Ltd.

Courseware: 3343B Training and Development Cases

"The Bones" booklet – supplement to the text and distributed on the first day of class

4. Course Objectives and Format

4.1. Course objectives

Organizations devote considerable resources toward the professional development of their employees. Corporate training is big business as many firms outsource their training and development needs to consultants and independent companies. As the global marketplace becomes increasingly competitive, organizations are even more focused on developing and maximizing their human resources (i.e., employees). Particular trends such as the aging workforce and the increase of international assignments also hold specific implications for the organizational training needs. Despite the resources devoted to them, however, many training programs are less than successful. This course will examine the organizational procedures for *analyzing training needs* and the subsequent phases of *developing and evaluating* training program effectiveness. We will also briefly address the organizational activities associated with preparing and developing employees as part of their careers in an organization. Specifically, at the end of the course students will be able to:

- **Define, describe and understand** the key theories and concepts that apply to training and development across all Canadian workplace environments
- **Apply** these theories and concepts (through case study, class activities, group discussion, and group projects) to ensure that training and development contributes to the objectives of the human resources function and the broader goals and vision of the organization
- **Critically analyse** training and development practices (as presented through case studies, class presentations, simulations, and discussion questions) regarding their ability to achieve stated learning outcomes and the strategic goals of the organization
- **Describe and demonstrate** various learning models, methods, techniques, and skills utilized to ensure transfer of learning among individuals and teams, employee development and knowledge creation in the organization

4.2. Course format

The best way to learn about training programs is to practice creating them yourself. As such, this course will be extremely hands-on and oriented toward group work. Class time will be a mixture of mini-lectures, case study analysis, class discussion, simulations, group work time and practice training sessions. The classroom will be a site of active learning where students are expected to participate and control their own learning. It is therefore imperative that students read the text and supplementary material before class in order to be prepared for discussions and activities. A supplementary booklet "The Bones" will be provided to assist with this.

The course website will contain supplementary readings and lecture material that is critical to your success in this course. Student groups can also use this site as a communication and feedback tool for their work.

4.3. Email policy and course website

Always include 3343B in the subject line of your emails otherwise my spam filter may delete your emails. I am not responsible for diverted emails if you do not follow this procedure.

I will try to respond to email promptly, however I will not respond to student email over the weekend or late at night. If you have important questions before tests or due dates, you must send them to me in a timely fashion to ensure you will get a timely response.

The course website includes a discussion board. I will post important class announcements on this

discussion board throughout the term. We will also use this discussion board as a shared repository of important information for your training assignment. **It is your responsibility to check the discussion board regularly.** If you have questions about course content or course logistics it is preferable that you post your questions or comments on the course discussion board. That way all students can benefit from the reply. This will also save me from answering the same query multiple times.

5. Evaluation

You will be evaluated based on the following:

Know Thyself Assignment	6%	Group Training Project	50%
Weekly Quizzes	18%	Final Exam	20%
Participation	6%		

“Know Thyself” Assignment (6%)

After the first class you are required to complete a number of online questionnaires to determine your personality type and your learning styles and preferences. Write-up your results including: your opinion of the results, how your personality and learning styles might impact your learning in this course and how your personality and learning style might impact your group work experience. Also include a brief discussion about personalities and learning styles that would complement yours. The assignment should be 5 pages, double-spaced in 12 point font. This assignment is **due in class** on Jan 17. No late assignments will be accepted as we will use them for class discussion and group formation. See course website for additional details.

Weekly Quizzes (18%)

Six (6) quizzes will be held at the beginning of class (see the weekly schedule below for dates). The quiz will be based on the required textbook reading of that week. The Bones will help you prepare. The quizzes will be multiple choice questions. Each quiz is worth 3% of your final mark.

Group Training Project (50%)

- Needs Assessment (15%)
- Lesson Plan (5%)
- Training Evaluation (5%)
- Training Delivery (15%)
- Reflection (10%)

For more details, see the course website for separate handouts on each component of this assignment

Final Exam (20%)

The final exam will be scheduled in the university examination period and will be based on ALL required readings, lecture material, cases, and class discussions. You will not need to know the **content** of the group training projects. It will be 2 hours in length.

Participation (6%)

You full participation is required to maximize the class experience – particularly during the Training Delivery of the Group Training Projects. As such you will receive 1% of your participation mark for

each training session you attend (not including your own) to a total of 6%.

*Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades will **NOT** be allowed. Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.*

6. University Policy Regarding Illness

6.1. Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at:

<http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations**, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence

rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

6.2. Make Up Examinations

- 6.2.1. The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).
- 6.2.2. There will be no make-up opportunities for missed quizzes. Students should talk to the instructor immediately if they know they will be absent for a quiz or if they have missed a quiz for reasons which are deemed reasonable by the instructor.

6.3. Attendance

- 6.3.1. It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

7. University Policy on Cheating and Academic Misconduct

- 7.1. Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.
- 7.2. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.
- 7.3. The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

8. Procedures For Appealing Academic Evaluations

- 8.1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

9. Student Responsibilities

- 9.1. Material covered in lectures will not always be the same as material covered in the textbook. Often we will use class time for activities and discussions and I will only lecture briefly on text-based material. Moreover

there will be material in the lectures that is not covered in the text and vice versa. Therefore, these two sources of information should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Students are responsible, with the help of the Bones to read and learn the relevant textual material. Please note that the instructor will not be providing copies of lectures notes or overheads beyond what exists on the course website. If you miss a lecture, you should try to obtain this material from another student.

- 9.2. In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.
- 9.3. To avoid unnecessary distractions, please arrive to each class on time.
- 9.4. All cell phones must be OFF during class
- 9.5. Laptops are acceptable, but please limit their use to note-taking only. Students using chat programmes, surfing the internet (unless requested) or watching videos will be asked to leave the class.
- 9.6. **Snow Policy** – If the University is closed, our class is cancelled, otherwise, plan to attend. The University updates weather information on its website, official facebook and twitter feeds, and on local radio stations.

10. Support Services

- 10.1. The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>
Student Support Services (*including the services provided by the USC listed here*) can be reached at: <http://westernusc.ca/services/>
Student Development Services can be reached at: <http://www.sdc.uwo.ca/>
- 10.2. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

11. Other Issues

11.1. Grade Policy

The DAN Program has a grade policy which states that for courses in the 3300-4499 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Assistant Director or Director. Class averages are not grounds for appeal.

11.2. Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

11.3. Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

11.4. Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

11.5. Important Dates:

January 7, 2013 Winter Session classes begin.

January 15, 2013 Last day to add a second-term half course

February 18-22, 2013 Reading Week

March 7, 2013 Last day to drop a second-term half course without academic penalty

April 11, 2013 Winter Session classes end.

April 14-30, 2013 April examination period.

12. Other Information

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>

Date	Topic	Text Reference and Readings	In Class Activity	Due Dates	Progress Check
Jan 8	Introduction Training and Development Process	Chapter 1			
Jan 10		Simulation Material (distributed in class)	Training Simulation In DAN Program Conference Room		Do "Know Thyself" Assignment this week
Jan 15	Learning & Motivation and Training Design	Chapters 3 & 5	Quiz 1		
Jan 17			Form groups Write team charter and team evaluation	Know Thyself Assignment	
Jan 22	Needs Analysis Process	Chapter 4	Quiz 2		
Jan 24		Briner, Denyer & Rousseau, 2009	Prepare data collection tools		Gather Needs Analysis data this week
Jan 29	Transfer of Training	Chapter 10	Quiz 3		
Jan 31			Discuss Needs Analysis data	Summary of Needs Analysis data	Identify training topic and broad objectives Write Needs Analysis Assignment
Feb 5	Training Delivery & Training Programs	Chapter 9 & 13	Quiz 4		
Feb 7		Sample Lesson Plans (distributed in class)	Lesson plan critique	Needs Analysis Assignment	Research training content
Feb 12	Training Methods	Chapter 6, 7, & 8	Quiz 5		
Feb 14			Guest Speaker: Dr. Suzanne Kearns Voice exercise		Design training program and write Lesson Plan
Feb 19 & 21	READING WEEK				

Feb 26	Training Evaluation Costs & Benefits of Training	Chapter 11 and 12	Quiz 6		
Feb 28		Case: Bell Canada	Case Analysis	Lesson Plan Assignment	Write Training Evaluation
Mar 5	Special Topic: Expatriate Training	Marconi Telecommunications Case	Case analysis		
Mar 7			Case analysis continued	Evaluation Assignment	
Mar 12	The Bigger Picture: Education & Society Learning Organizations	Anderson & Winefield, 2011 Livingstone & Pankhurst, 2009 Chapter 2 in text			
Mar 14	Employee Development & Career Management	Noe & Peacock, 2008 (Chapters 9 & 11) Rothwell, 2002	Succession planning exercise		
Mar 19	Make-up time				Groups 1, 2 & 3 Practice!
Mar 21	Group Work on Training Project	*I am away*			
Mar 26	Group 1 Training	See OWL for preparation specific to each group			Groups 4, 5 & 6 Practice!
Mar 28	Group 2 & 3 Training				
Apr 2	Group 4 Training			Group 1 Reflection Assignment	Group 7 Practice!
Apr 4	Group 5 & 6 Training			Group 2&3 Reflection Assignment	
Apr 9	Group 7 Training			Group 4 Reflection Assignment	
Apr 11	Debrief and Review			Group 5&6 Reflection Assignment	
Apr 16	NO CLASS			Group 7 Reflection Assignment	