

**Western University**  
**DAN Management and Organizational Studies**  
**MOS 3343A - 001**  
**TRAINING AND DEVELOPMENT**  
**FALL 2013**  
**COURSE OUTLINE**

**FACULTY:**

Instructor: Linda Eligh

E-mail address: leligh@uwo.ca

Campus Phone: 519-661-2111 Ext. 81098

Office Location: SSC# 4418

Classroom: SSC 2036

Class Time: Thursdays, 9:30 – 12:30 p.m.

Office Hours: Wednesday 10:00 a.m. – 2 p.m.

By Appointment

*I encourage you to see me during office hours if you require guidance or feedback. The best way to reach me is by e-mail since I am not on campus some days.*

*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 me, your 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>*

**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.

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."

**COURSE TEXTBOOK:**

Managing Performance Through Training and Development, **SIXTH** Edition, by Alan M. Saks, and Robert R. Haccoun, Nelson Education, 2013. Extra readings may also be assigned. You will also be required to access academic journal articles through the WESTERN online Library Catalogue, Electronic Resources.

## **COURSE OBJECTIVES:**

The primary aim of this course is to facilitate understanding of how performance management through the training and development function fits into both the overall mandate of human resources management and the larger environmental and organizational contexts. Participants should gain an understanding of the processes used to *assess* training needs, *design and administer* training and development programs, and *evaluate* the effectiveness of such programs. Overall, this course is designed to:

- **Introduce the theories and concepts of training and development** in large and small Canadian organizations, unionized and non-unionized workplaces, private, public and non-profit sectors.
- **Define terms and describe practices** that ensure the training and development function adds value to the organization, such as: the role of training and development in human resources management, principles of adult learning; training needs assessment; training objectives; instructional methods and techniques; program design and evaluation; technology based training; learning and motivation; special needs training, management of the training function; emerging trends, challenges and best practices in training and development.
- **Introduce 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.
- **Develop skills in synthesis and analysis of training and development theory** and the ability to apply such theory in resolving typical training problems posed in case studies, simulations, exercises, application assignments and discussion questions.
- **Examine and evaluate ethical and legal issues** associated with effective delivery and management of training in the organization, through discussion and examination of case studies, application assignments and emerging current events.
- **Evaluate the role and involvement of training professionals** in organizational strategy and competitiveness, leadership development, inclusive management practices, diversity, organizational learning, creativity and innovation.

## **COURSE EVALUATION:**

Your final mark will be a product of your performance in this course as assessed by your instructor, and will be calculated using the weight assigned to each course component, as shown below:

Participation	20%	Mid Term	25%
Research Assignment	30%	Final Exam	25%

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.

## **PARTICIPATION (20%)**

Participation is an important component of this course and includes regular attendance in class as well as participation in any exercises, games, case studies, simulations and discussions that occur. You are expected to stay current with your readings so that you arrive in class prepared to ask questions, provide ideas and generally contribute to the learning community on an ongoing basis. See the attached Instructor Standards for Class Participation for greater detail on how participation will be marked. If you are exceedingly shy, speak to me early in the course so that we can discuss other ways for you to contribute. You are expected to manage this aspect of your own learning style in order to meet course requirements. (For example, you may choose to bring the instructor course relevant articles from time to time if you feel you cannot contribute enough verbally to maintain your participation mark.)

## **TRAINING RESEARCH ASSIGNMENT (30%)**

You are required to conduct research about training and to write a Training Research Report of 8 - 10 pages in length (approximately 300 words per page), excluding cover page and bibliography. Specific details and suggestions for the assignment are addressed in the Guidelines for the assignment which will be found on the course website. It is your responsibility to ensure that you access and read such Guidelines. A brief *one page* abstract consisting of 1 – 2 concise paragraphs identifying your research goal, source of inspiration and three of your initial research sources (in bibliographic format) is also required. Abstracts containing vague information on research sources will need to be redone and will be considered late. Expectations of the abstract are also contained in the Guidelines for Training Research Report.

Your Abstract and Research Reports are due in hardcopy at the beginning of class on the dates indicated below. You are also required to submit a digital copy of your assignment to Turnitin.com, **using the Assignment Dropbox of our SAKAI course website**, by midnight on the assignment deadline.

**Deadlines:** Research Abstract due beginning of class: **Nov. 7<sup>th</sup>, 2013**  
Research Report due beginning of class: **Nov. 28<sup>th</sup>, 2013**  
Submit Report to Turnitin.com by midnight: **Nov. 28<sup>th</sup>, 2013**

Late Penalties: Failure to submit an abstract describing your intentions and approach to the assignment by the deadline will result in a penalty of 5% on your final grade for the term assignment. Penalty for late submission of your Training Research Report is 5% on the first day and 2% for each day thereafter including weekends.

## **EXAMS (50%)**

There are two non-cumulative exams in this course including a midyear examination worth 25% and a final examination worth 25%. Exam format may consist of a combination of multiple choice, true-false questions, and/or short answer questions. Exams are scheduled for two hours and are closed book examinations. The mid term will be scheduled during class time and the final exam will be scheduled during the exam period by the Registrar. Exams will not be returned to students but may be reviewed individually in the instructor's office (by appointment.)

Students are responsible for material covered in the assigned chapters/sections in the text as well as any additional material covered in the course and indicated for the exam. The multiple choice and true false questions on the exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating.

**TRAINING AND DEVELOPMENT  
MOS 3343A–001 FALL 2013**

**LECTURE TOPIC TIMETABLE**

<b><u>WEEK</u></b>	<b><u>DATE</u></b>	<b><u>TOPICS</u></b>	<b><u>CHAPTERS</u></b>
<b>Sept. 12th</b> “First Class”		Orientation and Course Framework The Training and Development Process	1
<b>Sept. 19th</b>		Organizational Learning and Journal Article “Is Yours a Learning Organization?” by David A. Garvin, Amy C. Edmonson and Francesca Gino, Harvard Business Review, March 2008) Access through Western Library Online Catalogue	2 & HBR Article
<b>Sept. 26th</b>		Learning and Motivation	3
<b>Oct. 3rd</b>		The Needs-Analysis Process	4
<b>Oct. 10th</b>		Training Design	5
<b>Oct. 17th</b>		Off-the-Job Training Methods and On the Job Training Methods	6 & 7
<b>Oct. 24th</b>		Mid Term (Chapters 1 – 7 plus additional lecture content, HBR Article, assigned readings or handouts)	
<b>Oct. 31st</b>		<b>No Class - Fall Study break</b>	
<b>Nov. 7th</b>		Technology Based Training Methods and Video Games and Training <b>** Training Research Abstracts Due**</b>	8
<b>Nov. 14th</b>		Training Delivery and Accelerated Learning And Brain Theory	9
<b>Nov. 21st</b>		Transfer of Training Training Evaluation	10 & 11
<b>Nov. 28th</b>		Part of Training Evaluation and Training Programs <b>**Written Assignment Due**</b>	11 & 13
<b>Dec. 5<sup>th</sup></b>		Management Development and Journal Article <i>Becoming the Boss</i> , by Linda A. Hill Harvard Business Review, January 2007 (access through Western Library Online Catalogue)	14 & HBR Article
<b>Final Exam</b>		Final Exam period Dec. 8 – 19 <sup>th</sup> , 2013, Exam date TBA (Final exam includes Chapters 8 – 11, 13 & 14; plus additional lecture content, assigned readings and handouts since the Mid Term.) Note: This timetable is approximate and may vary slightly as circumstances require.	

## **INSTRUCTOR STANDARDS FOR CLASS PARTICIPATION**

**Students are expected to attend all classes** and to participate actively in their own learning. *Active learning means paying attention in class and taking responsibility for your own learning, as well as helping others to learn more about course material.* Active learning in this course can include, but is not limited to, contributing to class discussion, presentations or debates, application exercises, posing interesting questions, and/or bringing relevant media articles or other exhibits to the attention of your instructor. **Note: Playing games, texting, processing e-mail or surfing the internet on a laptop or other electronic device during class is considered to be a distraction to other students and to the instructor. Such activity will be interpreted as a decision on your part to NOT participate in class activity, and will thus reduce your participation mark.** Your instructor will assess both the quantity and quality of student participation in each class, based on attendance and the following criteria for evaluation.

### **A – EXCELLENT contribution**

- Attends all classes and places full attention on the lecture
- Contributes consistently to class discussions and supports contribution of colleagues
- Contributions indicate preparation and critical thinking
- Frequently shares insights and/or facilitates understanding of difficult concepts
- Occasionally builds arguments for a position
- Provides leadership in creating positive environment

### **B – GOOD Contribution**

- Attends class regularly, places attention on the lecture, and contributes consistently to class discussions
- Contributions indicate preparation and careful thought
- Often willing to explain difficult points or concepts
- Occasionally builds arguments for a position
- Supports positive classroom environment

### **C – FAIR Contribution**

- Attends class occasionally or often and/or contributes to class discussion occasionally
- Provides minimal evidence of preparation and thought
- Rarely builds arguments for a position

### **D - POOR Contribution**

- Attends class infrequently and/or rarely if ever contributes to class discussion or attends class but spends considerable class time texting or surfing the internet
- Provides little or no evidence of preparation or thought
- Distracts other students from class activity

Participation is recorded following the conclusion of each class. If you have a medical or other condition that prevents you from attending class regularly (or participating actively as described above), advise the instructor early in the semester. You will be required to provide confirmation of your situation from the Academic Counselor. See the Policy Regarding Illness and personal situations described in the General Information section (regarding term tests, final examinations, late assignments, short absences, extended absences, documentation of various personal situations and academic concerns) forming part of this Course Outline.

## GENERAL INFORMATION

### 1. University Policy Regarding Illness

#### 1.1. 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.

## **1.2. Make Up Examinations**

**1.2.1.** 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 Counselling office).

## **1.3. Attendance**

**1.3.1.** 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.

## **2. University Policy on Cheating and Academic Misconduct**

**2.1.** 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.

**2.2.** 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.

**2.3.** 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.

### 3. Procedures For Appealing Academic Evaluations

3.1. 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.

### 4. Student Responsibilities

4.1. Material covered in lectures will not always be the same as material covered in the textbook. These two sources 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. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

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.

To avoid unnecessary distractions, please arrive to each class on time.

### 5. Support Services

#### 5.1. Support Services

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/>

5.2. 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.”

### 6. Other Issues

#### 6.1. 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.



### **6.2. 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.

### **6.3. 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.

### **6.4. Academic Concerns.**

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

## **7. 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/>**