
MOS 3343A Training & Development Course Outline: Section – 002 Fall 2017

1. Course Information:

Class Location and Time: SSC 3022, Tuesdays, 9:30 a.m. – 12:30 p.m.

1.1 Contact Information:

Instructor: Linda Eligh

Office: SSC 4418

Office Hours: Wednesdays, 10:30 a.m. – 2:30 p.m. (by appointment)

Phone: 661-2111 x81098

Email: leligh@uwo.ca

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 519-661-2147 for any specific question regarding an accommodation.

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

2. Calendar Description

2.1 Course Description:

This course provides 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):

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

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 3 lecture hours, 0.5 course.

2.2 Senate Regulations

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."

This regulation is in regards to the COURSES required. Students not in BMOS are permitted to enroll in up to 1.0 MOS courses, per the Academic Timetable.

3. Textbook

Managing Performance Through Training and Development, **SEVENTH Edition**, by Alan M. Saks, and Robert R. Haccoun, Nelson Education, 2016. Extra readings will also be assigned. You will also be required to access academic journal articles through the WESTERN online Library Catalogue, Electronic Resources or through the UWO bookstore.

4. Course Objectives and Format

4.1 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 how evidence based decision making is used to assess training needs, *design*, *deliver* and *administer* training and development programs, and ultimately to *evaluate* the effectiveness of such programs.

4.2 Course format

Throughout the course, the dynamic nature of training and development in Canada will be discussed within the context of current theory, research, and current events, and practice (both new developments and established approaches to training and development systems).

In each weekly lecture, numerous examples, role plays, case exercises and class discussions will be introduced to illustrate how theoretical concepts of training and development are applied in practice. Students are expected to read all assigned chapters in the course textbook, all assigned additional reading, and apply that knowledge to class exercises and discussions. Students are also required to conduct research on training issues or practices using a wide variety of resources from both the UWO library catalogue, and other suitable sources and to summarize their findings in a research report. Students are required to contribute to their own learning and to the learning of others through participation in each class.

5. Learning Outcomes

On successful completion of the series, students should be able to:

- **Understand a variety of theories and concepts of training and development** and how such concepts are linked to performance management in large and small Canadian organizations, unionized and non-unionized workplaces, private, public and non-profit sectors.
- **Describe evidence based 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.
- **Define terms** applied to training and development activities and **describe learning models**, methods, techniques, and skills utilized to conduct training and ensure transfer of learning among individuals and teams, leading to employee development and knowledge creation in organizations and society.
- **Develop skills in synthesis and analysis of training and development theory** and apply such theory in resolving typical training and development related 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.
- **Conduct research** to determine what types of changes have occurred in training and development over time and **analyze findings** to determine the causes for such changes; **identify trends** in training and the implications for organizations and society going forward.
- **Apply report writing skills** to describe research results in a clear and cohesive way to inform others of discernible and important trends in training over time.

6. 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. Note that you are expected to remain in class (once arrived) except for class breaks determined by the instructor. “Drifting” in and out of the classroom while class is in session is distracting to the instructor and others and will negatively impact your participation mark.

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. The protocol for submitting such articles can be found on the OWL website for this class. Note that articles must be submitted at the start of class, and be relevant to the topics for discussion in that particular class. There are no makeups for missed participation.)

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 resubmitted 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: **November 7, 2017**

Research Report due beginning of class: **November 28, 2017**

Submit Report to OWL Dropbox by midnight

(automatically submits to Turnitin.com): **November 28, 2017**

Late Penalties: Failure to submit an abstract describing your intentions and approach to the assignment by the above noted deadline will result in a penalty of 5% on your final grade for the term assignment. Very late abstracts or failure to submit an abstract may result in a decision not to accept the final report by your instructor. 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.

7. Lecture and Examination Schedule

MOS 3343A - 002 TOPIC TIMETABLE – FALL 2017 Schedule for coverage of textbook and other content is approximate; class lecture topics will include textbook content, content linked to the course such as assigned journal articles, and any other additional course content as provided (or assigned) by the instructor. Note: Additional readings will be assigned.		
Sept. 12th	Course Orientation, Introductions and The Training and Development Process	Course Orientation & Chapter One
Sept. 19th	Organizational Learning	Chapter Two
Sept. 26th	Learning and Motivation	Chapter Three
Oct. 3rd	The Needs-Analysis Process and Training Design	Chapters Four and Five
Oct. 10th	No Class. Reading Week Oct. 9 – 13 th , 2017. Rest, read and catch up.	
Oct. 17th	Training Design and Off the Job Training Methods	Chapters Five and Six
Oct. 24th	MID TERM – Covers Chapters 1 – 6, plus other content as indicated by instructor.	Mid Term Examination
Oct. 31st	On the Job Training Methods	Chapter Seven
Nov. 7th	Technology-Based Training Method Research topic abstracts due at beginning of class in hardcopy	Chapter Eight
Nov. 14th	Training Delivery	Chapter Nine
Nov. 21st	Transfer of Training	Chapter Ten
Nov. 28th	Training Evaluation and Training Programs Research Assignments due in hardcopy at beginning of class and digital submission due in Turnitin.com by midnight.	Chapters Eleven and Thirteen
Dec. 5th	Management and Leadership Development	Chapter Fourteen
Final Exam	FINAL EXAM – Covers Chapters 7 – 11, and 13 & 14 of the textbook, plus additional course content as indicated since the midterm. Exam period extends from December 10th – 21st. Exact date of exam to be determined.	

INSTRUCTOR STANDARDS FOR CLASS PARTICIPATION

Students are expected to attend all classes and to remain in class once arrived (except for a class break), 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.

8. University Policy Regarding Illness

8.1 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/pdf/academic_policies/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://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

8.2 Make Up Examinations

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).

8.3 Attendance

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.

9. University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. 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 3135 WSSB, (519) 661-3573, ombuds@uwo.ca.

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.

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.

10. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair: Student Affairs of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair 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.
4. 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.

11. Student Responsibilities

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 and remain in class except when a break is called by the instructor.

12. Support Services

12.1 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/>
Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

13. Other Issues

13.1 Grade Policy

The DAN Program has a grade policy which states that for courses in the 3000 – 4000 range, the class average must fall between 70% - 77% 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 Undergraduate Chair or Chair. Class averages are not grounds for appeal.

13.2 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.

13.3 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.

13.4 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your [academic counsellor](#).

13.5 Important Dates:

September 7: Classes Begin

September 15: Last day to add a full course (E or no-suffix), first term half course (A or F), full-year half course (Y)

October 9: Thanksgiving Holiday (All offices closed)

October 9 – 13: Fall Reading Week (No Classes; All offices open Oct 10 - 13)

November 12: Last day to drop a first term half course without academic penalty

November 30: Last day to drop a full course without academic penalty

December 8: Classes end
December 9: Study Day
December 10 – 21: Mid-year Examination Period (Check your Exams Carefully!)
December 22 – January 7: Winter break (All offices closed December 22 – January 1)

14. 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/academic_policies/index.html

15. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

15.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

15.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in. Also be aware that overuse of the same subject line in multiple rounds of correspondence can sometimes cause emails to go to "junk mail".

15.3 Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

15.4 Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

16. FREQUENTLY ASKED QUESTIONS

Question		Answer
How can I succeed in this course?		Do all the assigned readings, attend class, focus on understanding the course and topic principles in a way that lets you apply them to new fact situations.
I missed an exam because I was sick or there was a death in my family.		See the section of the course outline on ILLNESS AND SPECIAL CIRCUMSTANCES
I have a lot of mid-terms or projects at once. Can I write the make-up exam?		Make-up exams for exam conflicts are not available unless you have three exams within a 24 hour period.
When will the exam grades be posted?		Mid-term grades are posted on OWL when they become available. Participation estimates are posted on OWL soon after the mid term exam. Final exam grades and final participation marks, as well as final course grades are posted on OWL once they are approved for release.
Can I come and see my exam?		You can review your exam during office hours or at any other mutually convenient time.
Can I use a different textbook?		You should use only the textbook listed in this course outline. It is your responsibility to ensure that you are learning all of the assigned material. Be aware that different textbooks or earlier editions may be organized differently, contain outdated or different information, and/or may be missing information covered on exams.
<ul style="list-style-type: none"> • This mark is going to prevent me from getting accepted at Ivey/graduate school/NASA. • I need a certain mark to get or maintain a scholarship or my AEO status at Ivey. • I tried really hard but I still got a poor mark. • This is the lowest mark I have ever received. 		Grades are given based on actual performance, as set out on the course outline. In order to be fair to all the students in the course, grade adjustments, extra assignments, and the reweighting of course components are not available.