EMPLOYEE TRAINING AND DEVELOPMENT
MSCA 642

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<tr>
<th>Instructor: Dr. Tracy Hecht</th>
<th>Section: A, Mo 11:45 – 2:15pm</th>
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<td>Fax: 514-848-4292 (attention: Tracy Hecht)</td>
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COURSE DESCRIPTION

This graduate level seminar is designed to help you learn about theory, research, and applications in the field of employee training and development. Topics to be explored include: the context in which training and development occur (both internal and external to the organization), fundamental steps in the training process (e.g., needs assessment, training design, training delivery, transfer of training, and training evaluation), techniques to develop employees (e.g., feedback, mentoring, and developmental job opportunities) and core psychological processes that affect employee training and development (e.g., motivation and learning). Emphasis will be placed on the analysis of primary research articles and the application of research methods to the process of training and development.

OVERALL LEARNING OBJECTIVES

By the end of this course, students should be able to:

- design and evaluate training and development systems based on scientific theories and research findings
- design a research project that advances knowledge in the field of training and development
- explain the value of applying research to solve organizational problems in the field of training and development
- summarize and synthesize scholarly articles on the topic of training and development
- communicate effectively with a business audience and a scholarly audience regarding topics related to training and development

FORMAT

Classes will be discussion-based. **Students are expected to read all assigned readings prior to class and to attend all classes.**

**REQUIRED READINGS**


Assigned articles as indicated on the weekly schedule.

**COURSE INFORMATION ON FIRSTCLASS:**

All students are assigned a FirstClass account. On the desktop, click on “Course Folders.” Click on “Fall 2008”. Click on the “MSCA” folder. Click on the “MSCA642-2-2008” link. Click on your section.

Class information regarding this course, such as assignments and grades, will be posted on FirstClass. It is the student’s responsibility to obtain information and documents regarding this course that are posted on FirstClass.

**GRADING AND EVALUATION**

Final grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Training System Audit (Group Assignment)</td>
<td>30%</td>
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<tr>
<td>Term Paper (Individual Assignment)</td>
<td></td>
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<tr>
<td>Annotated Bibliography &amp; Topic Proposal</td>
<td>10%</td>
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<tr>
<td>Research Proposal</td>
<td>25%</td>
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<tr>
<td>Class Contribution</td>
<td>20%</td>
</tr>
<tr>
<td>Thought Papers (2)</td>
<td>10%</td>
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<tr>
<td>Student Led Discussion</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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TRAINING SYSTEM AUDIT (GROUP ASSIGNMENT)

Groups of students will gather data regarding training and/or development processes in a real organization. Each group will analyze and integrate the data in order to describe and evaluate the system, and provide recommendations for improvement. Audits will be presented orally in class and a written executive summary of the audit will be submitted to the professor on the day of the presentation. Details regarding the Training System Audit will be provided in class and posted on FirstClass. Audit presentations will take place on Dec. 1, 2008 (and Dec. 2, 2008 if necessary); the name of organizations to be audited must be submitted for approval by Oct. 27, 2008. If you need assistance finding an organization, please do not wait until the last minute to ask!

**Learning Objectives**

- Evaluate a training and development system based on scientific theories and research findings
- Communicate ideas related to the field of training and development in a way that is accessible and credible to business people

TERM PAPER (INDIVIDUAL ASSIGNMENT)

Students will select a topic of scholarly interest in the field of training and development. Each student will review the literature relevant to the topic and write a research proposal for an empirical study. Prior to submitting the term paper, students will submit a topic proposal and annotated bibliography for feedback and topic approval. Details regarding the term paper will be provided in class and posted on FirstClass.

Topic proposals (including annotated bibliography) should be submitted by Oct. 20, 2008, but students are welcome to submit them earlier if they are ready for feedback before that date. Term papers must be submitted by 5pm on Dec. 4, 2008.

**Learning Objectives**

- Identify and explain relevant concepts and theories in the field of training and development
- Extract key information from scientific sources and integrate those findings to deduce testable hypotheses
- Design a feasible study capable of testing proposed hypotheses
- Write a coherent paper that is accessible and credible to an academic audience

CLASS CONTRIBUTION

Students will discuss and explore material in class each week. The class will be driven by your contributions to these discussions. You are here to express yourselves, to learn from each other, and to (respectfully) challenge each others’ ideas.

**Learning Objectives**

- Identify and analyze core issues and theories in the field of training and development
- Critique (i.e., assess the strengths and weaknesses of) theoretical papers and empirical studies on training and development
- Apply research findings to the design and evaluation of training and development systems
- Communicate ideas related to the field of training and development with your peers/an informed audience
STUDENT LED DISCUSSION

Each week, one (or two) students will present a scholarly article relevant to the weekly topic(s). Students will be responsible for finding an article that is not on the assigned reading list, presenting a summary of its main points to the class, and critiquing its strengths and weaknesses. If you want help or advice finding articles, please let me know.

Learning Objectives

- Find high-quality academic articles using library search engines
- Extract key information from academic articles
- Critique research theories and findings
- Clearly communicate information from academic sources to an audience of your peers

Student led discussions will be evaluated on the following criteria:

1. relevance and quality of article selected
2. adequacy of summary of main points
3. insightfulness of critique
4. clarity of presentation
5. quality of answers to questions from the audience

Note. Each student must give the instructor a copy of the article to be presented at least one week prior to his/her presentation.

THOUGHT PAPERS

Students will write two short papers (400-500 words) inspired by the assigned weekly readings (5% per paper). Each paper should present the student’s original thoughts, based on a critical and evaluative analysis of the readings. Students can choose any two weeks from September 15 to November 24 (excluding October 6) to submit a thought paper and you do not have to choose the weeks in advance. Papers, however, must be submitted at the beginning of class and late papers will not be accepted. Details regarding thought papers will be provided in class and posted on FirstClass.

Learning Objectives

- Analyze and integrate material from scholarly sources/class readings
- Recognize strengths, weaknesses, and knowledge gaps in research literatures
- Critically evaluate the application of research findings in the field
- Enable advanced contributions to class discussions
- Communicate effectively (in writing) to an informed audience regarding topics related to training and development
A NOTE ABOUT CLASSROOM CONDUCT

Your conduct in this class is integral to the learning experience – both your own and that of your classmates. You are expected to attend class, which includes being on time and staying for the duration of the class. You are also expected to avoid “chatting” with your classmates about topics unrelated to the course during class and you are expected to turn off your cell-phone (or other hand-held communication devices) when you enter the classroom. Students who are absent, passive, and/or disruptive will not earn marks during class discussions. The burden of demonstrating that absence from class was the result of extenuating circumstances rests with the student.

CLASS SCHEDULE AND WEEKLY READINGS

This schedule is subject to change and changes will be announced in class. It is your responsibility to keep informed about announcements that are made in class, even if you are not present on the day an announcement is made.

**Week 1: Introduction (September 8)**

Introductions and distribution of syllabus

**Week 2: Training Context (September 15)**

*Note: Please be prepared to select the week of your student-led discussion.*

Goldstein & Ford: Ch 1; Ch2; Ch 9


**Week 3: Training Needs Assessment (September 22)**

Goldstein & Ford: Ch 3


Week 4: Learning and Motivation in a Training Context (September 29)

Goldstein & Ford: Ch 4 (pp. 85-126 only)


Week 5: Training Design and Methods (October 6)

Please note: The class for week 5 will be rescheduled. The new time will be announced in class.

Goldstein & Ford: Ch 7; Ch 8 (excluding pp. 290-304)


Week 6: Thanksgiving (October 13)

No Class

Week 7: Transfer of Training (October 20)

Note: Topic Proposal and Bibliography should be submitted by Oct. 20

Goldstein & Ford: Ch 4 (pp. 126-136 only)


Week 8: Training Evaluation (October 27)

Note: Names of organizations for the Training Audit should be submitted by October 27.

Goldstein & Ford: Ch 5; Ch 6


Week 9: Career Management


Week 10: The Non-Linear Aspect of Career Development


Week 11: Developmental Techniques

Note: Each student will be responsible for reading a sub-set of assigned articles on Developmental Techniques; the assignment of articles will be done in class.

Feedback


Mentoring


Coaching


Developmental Job Opportunities


Managing High-Potential Employees


Week 12: Issues in Training & Development for Teams (November 24)

Goldstein & Ford: Ch 8 (pp. 290-304 only)


Week 13: Training Audit Presentations (December 1)

Please note that the make-up class on December 2 will be used if there is not enough time for all groups to present on December 1.

CLASS POLICIES

A. Assignments

E-mailed assignments will not be accepted.

Late assignments will be docked 5% per day. If you need to request an extension in the case of illness or compassionate grounds, you should notify me at least the day before the due date. University-validated documentation is required in order to be granted an extension on the due-date of an assignment.

B. Re-evaluation

Requests for re-evaluation of assignments or exams must be made in writing. Your written request must include the original assignment or exam and you must clearly mark on that original the place(s) in which you feel marks were incorrectly or unfairly allocated. You must also include a detailed explanation of the reasons why you believe marks were incorrectly or unfairly allocated. Please note that when an assignment or exam is accepted for re-evaluation, the entire exam or assignment will be re-evaluated and it is possible for grades to go down, as well as up.

C. Requests for Grade Increases

Supplemental work and/or re-weighting the evaluation components of the course will not be allowed to make up a low grade that is obtained for any reason. If a student completes an examination or assignment, even though he/she is ill or faced with other personal problems or situations, the subsequent grade obtained on the examination or assignment will stand and the weight of that component of the course will not be adjusted. Petitions on the grounds of illness or compassionate reasons will not be considered after the fact. If you are ill or experiencing difficulties, please come to see me prior to handing in work that you feel is sub-standard. In the case of personal problems and situations, you are also encouraged to consult with Concordia Health Services or Counselling Services.
D. Academic Integrity

Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. The Code of Conduct (Academic) at Concordia University is in effect throughout this course and any academic misconduct under this code will be reported to the Vice/Associate Dean and Student Affairs with an incident report. Sanctions for academic misconduct can entail severe consequences, including expulsion.

The Code of Conduct (Academic) at Concordia University states that the “integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University” (Academic Code of Conduct, Article 1.).

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to visit the following web address, which provides useful information about proper academic conduct:

http://graduatestudies.concordia.ca/formsandpublications/graduatecalendar/current/PartVII/a-academicintegrity.pdf

Be especially careful not to plagiarize the work of others. Failure to place quotation marks around, and to provide a reference for, the exact words (including text, tables, figures, and graphs) of a published or unpublished source constitutes plagiarism. Failure to reference the source of ideas, and/or the interpretation of ideas, that have been paraphrased from a published or unpublished source also constitutes plagiarism. If you take words or ideas from someone else, you need to acknowledge this and give them credit. Please refer to your textbook or to the American Psychological Association Publication Manual (available at the library) for guidelines on how to properly reference different sources.

E. Language of Instruction and of Work

In compliance with university regulations, all materials will be presented in English, including exams. Students are permitted to hand in written assignments and to respond to exam questions in French.