

PSYC*7160, Course Outline: Winter 2020

General Information

Course Title: Employee Development: Methods and Outcomes

Course Description (from the course calendar):

This course explores development in an organization context. Employee learning and development is a key focus for employees and organizations. This course covers functional job analysis, career development, succession management, multi-source feedback, training, coaching/mentoring and employee counselling.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: W20

Class Schedule and Location:

Mondays 8:30 – 11:20am

Alex 309

Instructor Information

Instructor Name: Deborah Powell

Instructor Email: dpowell@uoguelph.ca

Office location: MacKinnon Extension 4005

Office hours: Tuesday 2:30 – 3:30pm; Thursday 11am – 12pm (or by appointment)

Course Content

Specific Learning Outcomes:

Students who successfully pass the course will:

1. Understand the range of theories and methods available with respect to employee development in an organizational context
2. Be familiar with and be able critically discuss (oral and written), both seminal and recent Training and Development research.
3. Be able to design, develop, and deliver training programs for employees, to ensure high-quality learning and transfer, and to evaluate the effectiveness of the training.
4. Complete an individual development plan and use material from the course to critically evaluate the tool.

Lecture Content:

Week	
1	Introduction and Course Overview
2	Training Needs Assessment
3	Socialization and Onboarding
4	Understanding How people learn and change
5	Training Design and Delivery
6	Training Evaluation
7	Mentoring/Developmental Relationships
8	Training Methods
9	Career Development
10	Succession Management and leadership development
11	Employee Coaching
12	Presentations to Clients

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
1. Weekly participation	Weekly	10%	1, 2
2. IDP – completion	March 9	5%	4
3. IDP – critique	March 16	15%	4
4. Weekly commentary papers (4/10)	Weekly before class time	20% (4 x 5% each)	1, 2
5. a. Consulting Project – presentation (Group)	March 30	15%	3
5. b. Consulting Project – written report (Group)	April 13	20%	3
6. Article Discussion Moderation	On assigned date	15%	1, 2

Details:

1. Weekly Participation

Participation will be graded for class sessions 2-11. Students are expected to have read the articles before class, actively engage in discussions, and participate in in-class activities. They will receive **up to one point per session** (for a total of 10 pts) **depending on their contribution** in class.

If you **have to miss a class** for a valuable reason (e.g., a medical reason, a conference) and you know about it **in advance**, please email me (dpowell@uoguelph.ca) before course time. I will give

you an alternative assignment that will count towards your participation mark. This option will be available only **once per term** per student (unless there are extenuating circumstances).

2. IDP Completion

For this assignment, you must complete all sections of the “Individual Development Plan for Graduate Students.” It is available on Courselink. There are some sections that will be dependent on connecting with others (e.g., the informational interview and meeting with your mentor). If you anticipate needing beyond March 9 to complete it, please let me know.

3. IDP Critique

Based on your experience of filling out your IDP, and your knowledge of the literature on career development, mentoring, and other relevant topics, write a constructive critique of the University of Guelph’s “Individual Development Plan for Graduate students”. You can answer questions such as: Are there any best practices in mentoring or career development that could be better incorporated into this IDP? What worked well? What did you personally find the most effective? Were there any ineffective sections, or places where it could be improved or clarified? Would you encourage other graduate students to use this tool? Your report (without your name) will be shared with Sarah Cahill, Manager of Graduate Programs for the College of Social and Applied Human Science (unless you prefer that I don’t share it). Your critique should be professional, constructive, and based on a combination of relevant literature and your personal experience with the IDP, and should be a maximum of 5 pages.

4. Weekly Commentary Paper

Students will have to prepare and submit **four critical summaries** during the term. This can be done any week for which articles are available (i.e., **week 2-11**), **except the week when the student is doing the moderation**.

Each summary should **cover at least two of the readings for that week**. Each summary should be **maximum 2 pages** in length (using double spacing, front 12, and APA formatting). The summaries should **discuss the key features of the articles** (e.g., core T&D concepts, methods, findings, implications) **and integrate them** (e.g., compare them, highlight discrepancies or similarities, how they build on – or contradict – each other). In other words, the critical summary should not simply be a series of summaries of each article, but a critical discussion of at least two papers together.

Students must **email their work to the instructor** as a Word document **before class time**.

Each summary will be worth **5 pts** (i.e., together 20% of your final grade). They will be graded on a) highlighting the key features of each of the articles, b) integration of articles, and c) writing style/clarity.

5. Consulting Project (35% of final grade – in groups)

Throughout the semester, students will work in **groups of 3-4 students** on a consulting project.

The project will be done in collaboration with one (of four) client organizations and will involve helping that client with training-related needs. Groups will **work as consulting teams** and **apply the concepts** and techniques discussed in class. They will:

- Be in contact with the organization and some of its members to **gather information** required for the project
- Perform a **comprehensive analysis** of the situation (e.g., engaging in organizational, operational, and/or personal analysis for a TNA)
- **Provide recommendations** to the client in terms of possible ways to deal with those needs (e.g., propose training objective, designs, contents, methods, etc. that could be used).
- The projects will vary by organization (e.g., one group might do an evaluation of training whereas another group might provide advice on improving an existing training program). If you are concerned that the scope of your project is too large, please let me know as soon as possible, so that we can work with the organization as early as possible to find a solution.

The names of the client organizations and its specific needs will be confirmed in class. Groups are expected to be working on the project throughout the entire semester. Students should anticipate that this will be a big project, **dealing with actual employees or managers, and helping the client to solve a real issue**. As such, it will require all students to be organized, and work and communicate efficiently. Students will also be expected to act professionally, and ensure that **all information and documents provided by the client remain confidential**.

a) Consulting Project Presentation

On the last day of class, each group will present to their client (if available) and the rest of the class. The presentation should cover: an outline of the scope of the project (e.g., was it a needs analysis, a training evaluation, etc.), the various stages of their project (i.e., information gathering, analysis, and detailed recommendations). Teams are expected to make **connections with course content** (e.g., class concepts, readings). The presentations will take place on **March 30**. Representatives from the client organization might attend the presentation (based on availabilities). Groups will be graded on their a) information gathering and analysis, b) recommendations, c) links with course content, and d) presentation style.

Presentations will be **20-minutes long** (plus about 10 minutes for Q&A)

b) Consulting Project Written Report

The report will be maximum **10-page long** and should cover the various stages of the project described above (i.e., information gathering, analysis, and detailed recommendations). It should be **formatted like a professional consulting report** (i.e., single-spaced, with clear headers, section titles, numbered references, and including a cover page, table of content, and appendices – not counted towards the 10-page limit). The report will ultimately be provided to the organization. As such, it should be **written for the organization** (i.e., not like an academic paper, but understandable and interesting for managers/professionals). The final report should be emailed to the instructor **before midnight on April 13**. Groups will be graded on their a) information

management and analysis, b) practical recommendations and implementations suggestions, and c) writing style, overall clarity and professionalism of the report.

Final Note: The client might provide inputs and/or feedback (depending on timing and availability) that could be used by the instructor in the grading.

5. Article Discussion Moderation

Each week, scientific articles will be made available on the course website. that will be discussed in class. For classes 2-11, every week one or two students will prepare a 30-45 minute **moderation**, which should incorporate the following:

- Organize a **seminar-style class discussion on your assigned article (that all students are expected to read** and prepare before the class). This requires the moderator to be very familiar with, and have a deep understanding of the article. The discussion should be clearly structured and planned, but can take different forms (e.g., general discussion, debate, etc.). The goal will be to cover the key aspects of each paper (e.g., core concepts, methods, findings, research and/or practical implications), to discuss/critique the paper, and to synthesize what can be learned from the readings. Keep in mind that your colleagues will have read the article too, so use/build on that to generate discussions. Although the moderator can present concepts and material to the class (e.g., on a PPT), the discussion portion should not be a lecture-style presentation.
- The allocation of readings/session moderation will be discussed during the first class. They will be **evaluated in class both by the instructor** (3/4 of the grade) **and peers** (i.e., other students in the class, for ¼ of your grade).

Course Resources

Recommended Texts:

Suggested but not required:

Saks, A. M., & Hakkoun, R. R. (2019). *Managing performance through training and development, 8th edition*. Toronto, ON: Nelson Education.

Other Resources:

A separate reading list will be provided, and readings will be available on CourseLink.

Course Policies

Grading Policies

The nature of this course does not allow for people to get behind in their assignments. If there is a compelling reason for an assignment to be handed after the due date, then of course, no points will be deducted. But, if such a reason exists, you must contact me BEFORE the due date.

Without a valid justification for a late assignment (e.g., medical reason) **late assignments will be associated with a penalty**. Any late submission will get an automatic penalty of -20% if it is submitted within 24 hours after the deadline. After that, an additional -10% penalty is given for each 24h of delay.

[Graduate Grade interpretation](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

Course Policy on Group Work:

Two major assignments (client report and client presentation) will be completed in groups. Each group member is responsible for contributing to these projects to the best of their ability. Each group member will receive the same grade for the presentation and report. Please come to see me as early as possible if you are having an problems with the equal distribution of work.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is April 03, 2020. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Instructors must still [provide meaningful and constructive feedback to students prior to the 40th class](#) day. [Current Graduate Calendar](#)