



# PSYO919

## Training in Organisations

S2 Day 2014

*Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to DOrgPsych or MOrgPsych or PGDipOrgBeh

Corequisites

Co-badged status

Unit description

This unit explores employee training and development in the contemporary workplace. It provides students with knowledge of a range of theories and practical perspectives relating to training within organisations. Students will gain a familiarity in training needs analysis, the development and implementation of training material, and training evaluation. Practical components of the unit focus on assessing the need for training, implementing training within an organisational context, and evaluating the outcomes of training.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Knowledge outcomes: • The role of training in meeting organisational objectives; • The effectiveness of training as a whole, and specific training methods in particular, for achieving different objectives; • The stages involved in constructing and delivering a training program; • The importance of training needs analysis (TNA) and training evaluation; • Contemporary approaches to training as a basis for career development; •

Principles of learning and how they apply in practice; and • Practical issues and challenges in organisations that relate to policies and the politics of training.

Specific skill outcomes: • Prepare and carry out a TNA; • Plan and design a training program to meet clear learning objectives; • Present and defend the case for a training program or syllabus; • Develop and present courseware; and • Evaluate the success of a training program.

Generic skill outcomes: • Literacy (particularly through the written assignments); • Creative thinking and problem-solving skills (particularly through the class activities); • Interpersonal and team and skills (particularly through the class activities); • Communication skills (through the oral presentation and class activities); and • Critical analysis skills (particularly through the class activities).

## General Assessment Information

All assessments are to be submitted through iLearn. Instructions are available under 'Assignments' on the iLearn unit website.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Training Needs Assessment (TNA)</a>	30%	30/08/14
<a href="#">Syllabus Development</a>	20%	20/10/14
<a href="#">Exemplar Training Package</a>	50%	13/10/14

### Training Needs Assessment (TNA)

Due: **30/08/14**

Weighting: **30%**

This exercise has been designed to assess students' competence in preparing, conducting and interpreting a TNA, and communicating these outcomes in a written report. The task will require the development of a short survey or interview protocol (using a template provided), the administration of the survey, and the interpretation of the results. Students will be expected to develop a report that seeks to advocate a particular approach to training and development that meets the needs of the organisation.

An 'elements of assessment' document is provided on iLearn to assist in completing this assessment task.

On successful completion you will be able to:

- Knowledge outcomes: • The role of training in meeting organisational objectives; • The

- effectiveness of training as a whole, and specific training methods in particular, for achieving different objectives; • The stages involved in constructing and delivering a training program; • The importance of training needs analysis (TNA) and training evaluation; • Contemporary approaches to training as a basis for career development; • Principles of learning and how they apply in practice; and • Practical issues and challenges in organisations that relate to policies and the politics of training.
- Specific skill outcomes: • Prepare and carry out a TNA; • Plan and design a training program to meet clear learning objectives; • Present and defend the case for a training program or syllabus; • Develop and present courseware; and • Evaluate the success of a training program.
  - Generic skill outcomes: • Literacy (particularly through the written assignments); • Creative thinking and problem-solving skills (particularly through the class activities); • Interpersonal and team and skills (particularly through the class activities); • Communication skills (through the oral presentation and class activities); and • Critical analysis skills (particularly through the class activities).

## Syllabus Development

Due: **20/10/14**

Weighting: **20%**

This exercise has been designed to assess students' capacity to develop a syllabus for training and development within an organisation.

On the basis of the outcomes for Assessment Task I, students will select the key learning requirements and develop a detailed syllabus that includes both a list of learning goals and sub-goals, and provide a justification for the particular curriculum proposed based on empirical and theoretical research.

An 'elements of assessment' document is provided on iLearn to assist in completing this assessment task.

On successful completion you will be able to:

- Specific skill outcomes: • Prepare and carry out a TNA; • Plan and design a training program to meet clear learning objectives; • Present and defend the case for a training program or syllabus; • Develop and present courseware; and • Evaluate the success of a training program.
- Generic skill outcomes: • Literacy (particularly through the written assignments); • Creative thinking and problem-solving skills (particularly through the class activities); • Interpersonal and team and skills (particularly through the class activities); • Communication skills (through the oral presentation and class activities); and • Critical

analysis skills (particularly through the class activities).

## Exemplar Training Package

Due: **13/10/14**

Weighting: **50%**

This exercise has been designed to build on the outcomes of Assessment Tasks I and II. In this case, students will develop a training package that incorporates the following:

- A statement as to the goals of the training package (discuss the scope with your lecturer), based on the outcomes of the training needs assessment;
- A brief overview of the training package, incorporating a list of topics, the format in which they will be delivered, and the process of assessment (either for each topic or overall);
- A training exemplar for one learning activity that forms part of the overall training package. The exemplar should contain content materials (including any overheads, workbooks or handouts for the trainees) and a lesson plan incorporating learning objectives and an assessment strategy;
- A 10 minute video demonstrating the delivery of the training exemplar

Note that this component requires the submission of actual training materials. You will be assessed on the quality of the training materials provided. If, for example, the learning activity you have chosen is a role play on “conflict resolution”, you are expected to submit written notes on the role play scenario itself, instructions/scripts/background notes for the participants and notes for the trainer on how it should be run (i.e. a lesson plan). The lesson plan should contain sufficient information for a trainer to be able to deliver the training (information on how long it should run for, what resources are required, tips on how to provide feedback to participants, etc).

An ‘elements of assessment’ document is provided on iLearn to assist in completing this assessment task.

On successful completion you will be able to:

- Specific skill outcomes: • Prepare and carry out a TNA; • Plan and design a training program to meet clear learning objectives; • Present and defend the case for a training program or syllabus; • Develop and present courseware; and • Evaluate the success of a training program.
- Generic skill outcomes: • Literacy (particularly through the written assignments); • Creative thinking and problem-solving skills (particularly through the class activities); • Interpersonal and team and skills (particularly through the class activities); • Communication skills (through the oral presentation and class activities); and • Critical analysis skills (particularly through the class activities).

## Delivery and Resources

This unit consists of alternating face-to-face and on-line classes. Face-to-face classes will be held between 5.00pm and 7.00pm on Mondays. Where a class is delivered on-line, students will be expected to: (a) Review a 20 minute video clip, read the relevant chapter in the textbook, together with one or two additional papers, answer questions to a short, on-line quiz, and undertake any activities as directed for that week.

It is highly recommended that you obtain the following text:

Blanchard, P.N., & Thacker, J.W. (2013). *Effective training: Systems, strategies and practices*. Harlow, UK: Pearson.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcome

- Knowledge outcomes: • The role of training in meeting organisational objectives; • The effectiveness of training as a whole, and specific training methods in particular, for achieving different objectives; • The stages involved in constructing and delivering a training program; • The importance of training needs analysis (TNA) and training evaluation; • Contemporary approaches to training as a basis for career development; • Principles of learning and how they apply in practice; and • Practical issues and challenges in organisations that relate to policies and the politics of training.

### Assessment tasks

- Training Needs Assessment (TNA)
- Syllabus Development
- Exemplar Training Package

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcome

- Specific skill outcomes: • Prepare and carry out a TNA; • Plan and design a training program to meet clear learning objectives; • Present and defend the case for a training program or syllabus; • Develop and present courseware; and • Evaluate the success of a training program.

### Assessment tasks

- Training Needs Assessment (TNA)
- Syllabus Development
- Exemplar Training Package

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Knowledge outcomes: • The role of training in meeting organisational objectives; • The effectiveness of training as a whole, and specific training methods in particular, for achieving different objectives; • The stages involved in constructing and delivering a training program; • The importance of training needs analysis (TNA) and training evaluation; • Contemporary approaches to training as a basis for career development; • Principles of learning and how they apply in practice; and • Practical issues and challenges in organisations that relate to policies and the politics of training.
- Specific skill outcomes: • Prepare and carry out a TNA; • Plan and design a training program to meet clear learning objectives; • Present and defend the case for a training program or syllabus; • Develop and present courseware; and • Evaluate the success of a training program.



- Generic skill outcomes: • Literacy (particularly through the written assignments); • Creative thinking and problem-solving skills (particularly through the class activities); • Interpersonal and team and skills (particularly through the class activities); • Communication skills (through the oral presentation and class activities); and • Critical analysis skills (particularly through the class activities).

## **Assessment tasks**

- Training Needs Assessment (TNA)
- Syllabus Development
- Exemplar Training Package

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Knowledge outcomes: • The role of training in meeting organisational objectives; • The effectiveness of training as a whole, and specific training methods in particular, for achieving different objectives; • The stages involved in constructing and delivering a training program; • The importance of training needs analysis (TNA) and training evaluation; • Contemporary approaches to training as a basis for career development; • Principles of learning and how they apply in practice; and • Practical issues and challenges in organisations that relate to policies and the politics of training.
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## **Assessment tasks**

- Training Needs Assessment (TNA)

- Syllabus Development
- Exemplar Training Package

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Specific skill outcomes: • Prepare and carry out a TNA; • Plan and design a training program to meet clear learning objectives; • Present and defend the case for a training program or syllabus; • Develop and present courseware; and • Evaluate the success of a training program.
- Generic skill outcomes: • Literacy (particularly through the written assignments); • Creative thinking and problem-solving skills (particularly through the class activities); • Interpersonal and team and skills (particularly through the class activities); • Communication skills (through the oral presentation and class activities); and • Critical analysis skills (particularly through the class activities).

### Assessment task

- Exemplar Training Package

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcome

- Generic skill outcomes: • Literacy (particularly through the written assignments); • Creative thinking and problem-solving skills (particularly through the class activities); • Interpersonal and team and skills (particularly through the class activities); • Communication skills (through the oral presentation and class activities); and • Critical analysis skills (particularly through the class activities).

## Assessment task

- Exemplar Training Package