



# PSYO919

## Training in Organisations

S2 Evening 2016

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Mel Taylor

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Room 505, C3A

By appointment

Credit points

4

Prerequisites

Admission to DOrgPsych or MOrgPsych or GradCertBusPsych or GradDipBusPsych

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>	50%	16/09/16
<a href="#">Exemplar Training Package</a>	50%	04/11/16
<a href="#">Multiple Choice Questions</a>	0%	11/11/16

### Training Needs Assessment (TNA)

Due: **16/09/16**

Weighting: **50%**

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 (if necessary, using a template provided), the administration of the survey/ interview, and the interpretation of the results. Students will be expected to develop a report on the administration and outcomes of the TNA that proposes key learning requirements and a syllabus that meets the particular 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).

## Exemplar Training Package

Due: **04/11/16**

Weighting: **50%**

This exercise has been designed to build on the outcomes of Assessment Task I. In this case, students will select a component of their training course and develop a training package that includes the following:

- A lesson plan that incorporates a list of topics, the format in which they will be delivered, and the process of assessment (for the training package);
- A training exemplar for one learning activity (approximately 10 minutes) that forms part of the 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. Students will be assessed on the quality of the training materials provided. If, for example, the learning activity chosen is a role play on 'conflict resolution', students 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).

## Multiple Choice Questions

Due: **11/11/16**

Weighting: **0%**

Completion of the multiple choice questions associated with each video recording is a terms requirement. While it does not carry any weight towards the final mark, the failure to complete the questions successfully may result in failure of the unit.

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.

## 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) (5th ed OR Intl ed.). *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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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

### 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)
- Exemplar Training Package
- Multiple Choice Questions

## 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)
- Exemplar Training Package
- Multiple Choice Questions

## 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)
- 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.

- 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)
- 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

## Changes since First Published

Date	Description
08/08/2016	Only one change - the due date for Assessment 2 (from 21/10 to 04/11) Three first year units had assessments due around the same date so Barbara and I agreed to move this one back. This is quite a demanding multi-part assessment and I want the students to give it good consideration.