



PSYO8919

Training in Organisations

Session 2, In person-scheduled-weekday, North Ryde 2022

School of Psychological Sciences

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to MOrgPsych

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:

ULO1: Identify the role of training for achieving different objectives, and the stages involved in constructing and delivering a training program

ULO2: Critically reflect on contemporary approaches to training and the challenges of training in organisations

ULO3: Analyse an existing training needs analysis and design a training program to meet clear learning objectives.

ULO4: Develop and present course ware

ULO5: Demonstrate effective interpersonal communication through written, oral and team-based activities

ULO6: Plan a training evaluation, using the most effective techniques.

General Assessment Information

General assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Training Needs Analysis Review and Design of a Training Package	45%	No	August 27
Evaluation Guide and Sample Report	35%	Yes	October 15
Group Exemplar Training Package	20%	No	October 19 and 26

Training Needs Analysis Review and Design of a Training Package

Assessment Type ¹: Report

Indicative Time on Task ²: 33 hours

Due: **August 27**

Weighting: **45%**

Students are required to review an existing Training Needs Analysis (TNA) and design a training solution representing 2 days training to meet an already identified need. A copy of the original training analysis is provided.

On successful completion you will be able to:

- Critically reflect on contemporary approaches to training and the challenges of training in organisations
- Analyse an existing training needs analysis and design a training program to meet clear learning objectives.
- Demonstrate effective interpersonal communication through written, oral and team-based activities

Evaluation Guide and Sample Report

Assessment Type ¹: Report

Indicative Time on Task ²: 26 hours

Due: **October 15**

Weighting: **35%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You have been asked to prepare a report in two parts. The first part outlines the theoretical models used to inform the evaluation framework, justification of the framework selected and an outline of any measures you will use. The second part provides a “mocked up” example of the evaluation report making use of these measures.

On successful completion you will be able to:

- Identify the role of training for achieving different objectives, and the stages involved in constructing and delivering a training program
- Critically reflect on contemporary approaches to training and the challenges of training in organisations
- Analyse an existing training needs analysis and design a training program to meet clear learning objectives.
- Develop and present course ware
- Demonstrate effective interpersonal communication through written, oral and team-based activities
- Plan a training evaluation, using the most effective techniques.

Group Exemplar Training Package

Assessment Type ¹: Project

Indicative Time on Task ²: 22 hours

Due: **October 19 and 26**

Weighting: **20%**

Students will develop a training module lasting 15 minutes in small teams to match one of the identified training needs in the TNA. The format of the training can be online or face to face. The training is to be presented in class towards the end of semester.

On successful completion you will be able to:

- Identify the role of training for achieving different objectives, and the stages involved in constructing and delivering a training program
- Critically reflect on contemporary approaches to training and the challenges of training in organisations
- Analyse an existing training needs analysis and design a training program to meet clear learning objectives.
- Develop and present course ware
- Demonstrate effective interpersonal communication through written, oral and team-based activities

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of individual and group face-to-face learning activities, including reflecting on readings and recordings, considering case studies, participating in group discussions and impromptu presentations and listening to lectures. As we are still in a state of flux due to COVID it may be necessary to covert some classes to online. Details can be found on the iLearn site for this unit.

Recommended Readings are listed under each workshop and, if these exist in the MQ library, you will also find them in Leganto. If the references are not held in MQ library you will find them under the Workshop Tab.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

I've tried to organise our workshops around your assessment tasks so that information needed for each task is presented as early as possible.

Week/Theme

Week 1 Overview and Challenges of Training

Week 2 Course Design and Delivery: Face-to-Face

Week 3 Course Design and Delivery: Using Tech

Week 4 The Science of Learning

Week 5 Training Needs Analysis

Week 6 Evaluation Frameworks

Week 7 Capability and Competency Frameworks

Week 8 Cultural Awareness

Week 9 Transfer of Training

Week 10 Research in Training

Week 11 In-Class Presentations

Week 12 In-Class Presentations

Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a

range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit 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.

INCLUSION AND DIVERSITY

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political

conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

PROFESSIONALISM

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.