



MOS3343A 570
Training and Development
Fall 2026

Instructor: Anna Sycheva, PhD
Email: asycheva@uwo.ca

Course Information

Mode of Instruction: In-Person

Calendar Description:

This course provides an understanding of the role of training and the various forms training can take. Students develop a theoretical and applied understanding of training practices in Canadian workplaces as well as a practical knowledge of instructional design.

Pre-requisite(s): Enrollment in 3rd or 4th year of BMOS.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: MOS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



MOS 3343A (570)

Fall 2026

Training and Development

Professor: Dr. Anna Sycheva

Email: asycheva@uwo.ca

Office Hours: Wednesday at 1:30–2:30pm

Office #: Zoom

Course Description

Training and development (T&D) is an integral aspect of organizational growth and sustainable performance. When done well, T&D is a potent lever for boosting employee productivity, organizational capacity to innovate, talent attraction and retention. In this course, we will consider why some organizations are more successful than others in their T&D efforts. You will learn to systematically analyze organizational training needs, design impactful developmental interventions, and evaluate their effectiveness. This course will prepare you to enter consulting conversations around T&D with confidence.

Mode of Instruction: In-person

Learning Outcomes

1. Describe key concepts, theories, and frameworks that apply to the training and development process.
2. Gain exposure to some current research in training and development and draw implications for practice.
3. Critically assess training and development practices in organizations in light of available evidence and in the context of strategic goals.
4. Diagnose organizational performance problems to determine whether or not training is an appropriate and cost-effective solution.
5. Competently apply the Instructional Systems Design model to assess training needs in an organization, design and deliver training solutions, and evaluate effectiveness and business impact of training solutions.

Prerequisite(s): Enrolment in 3rd or 4th year of BMOS

Course Materials

Textbook: Saks, A. M. (2024). *Managing Performance through Training & Development* (9th ed). Top Hat: Toronto, Ontario.

The textbook (ebook) costs \$98 and is available at the UWO Bookstore. Students are welcome to purchase second-hand or earlier editions of this textbook.

Brightspace: I will post the syllabus, course materials, announcements, and grades on Brightspace. It is your responsibility to ensure that you have the most up-to-date version of the syllabus and all other information necessary for the course by visiting Brightspace on a regular basis.

Course Expectations

This course has a strong emphasis on developing your **critical thinking** and analytical skills around organizational performance and workforce development. I will challenge you to go beyond the lecture materials and use your reasoning and judgment in class discussions and assignments. It is your responsibility to prepare for each class by (1) completing all readings and assignments (2) thinking critically about the topics and issues raised in the readings, and (3) reflecting on the connections among the concepts and issues introduced over the course of the term.

Plagiarism (presenting someone else's work as your own) is a serious scholastic offense that is not tolerated at King's College. Students may not pay for consultation or advice in the preparation of the assigned projects or collaborate with anyone on individual assignments. Students may not copy content from other authors/sources without acknowledgment. Students may not submit their own written work that has already been submitted elsewhere (self-plagiarism).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

In this course, generative AI tools are permitted exclusively for research purposes. If AI is used students must acknowledge use and state how the tool was used. Be warned that content generated by AI for assignments in this course, while coherent on the surface, is usually misaligned with the ideas and approaches studied in class. The assignments will be graded based on the students' application of our course material (not just any concepts/theories) to the cases studied. Further, to establish fulfillment of learning objectives, the instructor reserves the right to challenge you on the written submission by means of an oral defense of the essay.

Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.

Student Evaluation

Your evaluation will be based on the evaluation components explained in detail below:

Class Attendance & Participation	20%	two classes with lowest score dropped
Mini-Case Assignment	10%	choice of: Wednesday, Sep 23, Sep 30 or Oct 14
Midterm Exam	30%	in class on Wednesday, Oct 21*
Team Special Topics Presentation	10%	in class on Wednesday, Nov 4 – Nov 25
Critique Assignment	10%	choice of: Wednesday, Nov 11 or Nov 25
Team Final Project Presentation	20%	in class on Wednesday, Dec 2&9

** Students may not get excused from or obtain academic consideration for the Midterm Exam without supporting documentation approved by the Academic Dean's Office.*

CLASS ATTENDANCE (10%) & PARTICIPATION (10%) = 20%

Students are expected to attend classes and contribute to their own learning and that of their fellow students by taking an active part in class discussions: asking questions pertinent to the topic, volunteering opinions, and offering input into class activities and exercises. You will find my classes very interactive and structured in the spirit of co-creation. It is my firm belief that most learning occurs through active engagement with the material and in-class participation. Accordingly, 10% of your course grade is based on attendance and another 10% based on quality and consistency of your in-class contributions. You will receive feedback on this course component at half-term.

Missed Classes. When you're not in class you miss the course material and/or instructions for your course assignments. Therefore, to make up for any missed classes you should review lecture slides and other materials discussed in class (posted on Brightspace for each class), as well as collect notes from your classmates and team members who were in attendance. Furthermore, frequent class absences may hurt your attendance and participation score. I begin tracking your attendance and participation *after the last day to add a half course* and assign a score to each student in every class of the term. Please note that I will exclude two (2) classes with the lowest participation score (including scores of zero for missed classes) when calculating your total participation mark for the course. I'll do it for all students automatically, **no need to email me or provide any documentation/explanations**. Requests for academic considerations of absences beyond two classes will be denied due to this built-in flexibility.

MINI-CASE ASSIGNMENT – 10%

Students will choose one of the three cases discussed in class (on September 16, September 23, or October 7) and prepare a written response using the corresponding case worksheet **no later than one week after the class in which the chosen case was discussed**. Your submission should answer the case worksheet questions while demonstrating a strong effort to incorporate relevant ideas and discussion points from the case analysis in class. Only one submission is required and will be marked for each student.

Formatting. Maximum length – 1 page. No title page, no bibliography, only include your name and student number at the top of page one. Use letter sized paper (8.5 X 11 inches); font Times New Roman, 12 pt.;

margins one inch (2.5 cm); double spaced. Submit your assignment as a Word document via Brightspace Assessments no later than one week after the class in which the selected case was discussed.

Late assignments. Because this assignment already provides flexibility through the choice of case assignment and the corresponding submission timeline, no late submissions will be accepted, and no additional academic considerations will not be granted.

MIDTERM EXAM – 30%

The exam will be an open-book three-hour exam and cover material from Chapters 1-4. The main purpose of this exam is to provide you with a good opportunity to revisit and review critical concepts and frameworks presented in the first half of the course. To this end, the exam will include scenario/case questions. No collaboration with peers or other people is permitted, this exam is strictly an individual assignment. You will have ample time to work with the textbook and lecture notes to crack those questions.

Missed Midterm. To seek academic consideration for the missed midterm, you should provide valid medical or supporting documentation to the Academic Dean's Office. **Academic considerations without supporting documentation will not be granted.** Should the Academic Dean's Office recommend granting academic consideration for the missed midterm, a make-up midterm exam will be scheduled. Be informed that the Exam Office operates a centralized make-up service to support administration of approved make-up assessments. As of September 1, 2026, students will incur a fee of \$45.00 per make-up assessment booked with the Exam Office.

TEAM SPECIAL TOPICS PRESENTATION – 10%

I will assign you to a team of approximately 4-6 people (depending on class size) early in the term. You will be given the opportunity to meet and work with your team members during in-class exercises. In your teams, you will select a special topic in the field of T&D based on the random draw in class. Presentations will be held during regular class time according to the class schedule below. Presentations will be done using Power Point and no longer than 20 minutes. Teams are expected to present:

- 1) an overview of the assigned challenge or opportunity in the field of T&D (2 marks),
- 2) traditional and contemporary views on this topic (2 marks),
- 3) constructive assessment of the issue based on learning theories (2 marks), and
- 4) conclusions and insights for T&D professionals (2 marks)

10-15 minutes of Q&A session will follow. You should make all efforts to engage ALL team members in the preparation and presentation of your paper, as well as in handling the Q&A. All members of your team will be assigned the same mark. Your training delivery skills (clarity, visual/audio aids, engagement, pace, Q&A handling, etc.) will also be assessed (2 marks). Submit PowerPoint slides in Brightspace Assessments by 11:55pm the day before your scheduled team presentation.

Individual contributions policy. As a team deliverable, this assignment requires sustained, distributed effort over an extended period: Teams are expected to collaborate on this assignment for over three weeks prior to the deadline, allowing members to contribute at different times within that window. Therefore, the

unavailability of any individual team member on a particular day(s) does not justify a missed deadline, nor does it warrant extensions or marking exceptions for that member. If a student fails to contribute to the team deliverable, a mark of 0 will be automatically applied to this assignment. In the event that a team member(s) is unable to attend the scheduled presentation, the instructor will allow the absent team member to share in the team presentation mark if the team agrees the absent member's contributions have been fair up to the presentation date. Otherwise, the presentation mark for the absent team member will be zero. Requests for academic considerations will be denied due to this built-in flexibility with the timing of individual contributions.

CRITIQUE ASSIGNMENT – 10%

Choose one of the two critique assignments discussed in class (November 4 or November 18) and prepare a written response using the corresponding critique worksheet **no later than one week after the class in which the chosen critique was discussed**. Your submission should answer the critique worksheet questions while demonstrating a strong effort to incorporate relevant ideas and discussion points from the critique activity in class. Only one submission is required and will be marked for each student.

Formatting. Maximum length – 1 page. No title page, no bibliography, only include your name and student number at the top of page one. Use letter sized paper (8.5 X 11 inches); font Times New Roman, 12 pt.; margins one inch (2.5 cm); double spaced. Submit your assignment as a Word document via Brightspace Assessments no later than one week after the class in which the selected critique was discussed.

Late assignments. Because this assignment already provides flexibility through the choice of critique and the corresponding submission timeline, no late submissions will be accepted, and no additional academic considerations will not be granted.

TEAM FINAL PROJECT – 20% (15% PRESENTATION + 5% INDIVIDUAL CONTRIBUTION)

This course component will be comprehensive and draw on all the stages of the training process that we'll cover in the course. For your final project, you will work on a case of a performance problem that could be solved by training. This project will simulate a real-world consulting experience, where you will develop and present a T&D solution for the company's needs. Teams will select case studies based on the random draw in class. Appendix A provides the grading rubric that will be used to evaluate this team deliverable.

Presentations will be held during class date (see the class schedule below) and follow the guidelines elaborated in class by the instructor. Each team will have 20 minutes to present their case analysis and solution, followed by a brief question period. You should make all efforts to engage ALL team members in the presentation, as well as in handling the Q&A. All members of your team will be assigned the same mark. Your PowerPoint presentation slides should be submitted in Brightspace by 11:59pm the day before your presentation (one submission per team).

In addition to this team deliverable, each student will be evaluated by their teammates with respect to individual contributions to the shared case analysis and presentation. This evaluation component encourages participation in team effort in a fair way and being a collaborative team player. This peer assessment mirrors

real-world workplace practices, where colleagues provide feedback on one another's contributions. In many organizations, this type of 360-degree feedback informs employees' performance reviews, professional development and compensation decisions. In keeping with this professional practice, each student will receive their own mark equal to 5% of the course grade based on this peer assessment.

Individual contributions policy. As a team deliverable, this assignment requires sustained, distributed effort over an extended period: Teams are expected to collaborate on this assignment for over three weeks prior to the deadline, allowing members to contribute at different times within that window. Therefore, the unavailability of any individual team member on a particular day(s) does not justify a missed deadline, nor does it warrant extensions or marking exceptions for that member. If a student fails to contribute to the team deliverable, a mark of 0 will be automatically applied to this assignment. In the event that a team member(s) is unable to attend the scheduled presentation, the instructor will allow the absent team member to share in the team presentation mark if the team agrees the absent member's contributions have been fair up to the presentation date. Otherwise, the presentation mark for the absent team member will be zero. Requests for academic considerations will be denied due to this built-in flexibility with the timing of individual contributions.

MOS3343B (570) Class Schedule
(Watch Brightspace for any changes)

Wednesday, September 9 – Introduction to Training & Development (T&D)

- Read Saks, Chapter 1
- Bring any questions to class about the course outline and expectations for this class

Wednesday, September 16 – Learning and Motivation

- Read Saks, Chapter 2
- Complete Case 1 Assignment posted in Brightspace
- We will discuss some intriguing research on motivation and learning

Wednesday, September 23 – The Needs Analysis Process

- Read Saks, Chapter 3
- Complete Case 2 Assignment posted in Brightspace
- We will discuss some intriguing research on external factors affecting T&D
- *I'll announce teams for the term (incl. team presentations)*

Wednesday, September 30 – NO CLASSES – National Day for Truth and Reconciliation

Wednesday, October 7 – Training Design

- Read Saks, Chapter 4
- Complete Case 3 Assignment posted in Brightspace
- We will discuss some research on the role of exploration and emotion control in training effectiveness
- *We'll do a random draw of topics & cases for team presentations!*

October 10–18 – NO CLASSES – Happy Reading Week!

Wednesday, October 21 – MIDTERM EXAM

Wednesday, October 28 – Off-the-Job and On-the-Job Training Methods

- Read Saks, Chapters 5&6
- We will discuss some intriguing research on “the best of both worlds” training interventions

Wednesday, November 4 – Technology-Based Training Methods & Training Delivery

- Read Saks, Chapters 7 + Skim Chapter 8
- Critique Assignment 1 posted in Brightspace
- Team Presentations – Special Topics in Training Tech

Wednesday, November 11 – Training Evaluation

- Read Saks, Chapter 9&10
- Team Presentations – Special Topics in Training Effectiveness

Wednesday, November 18 – Training Evaluation (Part II)

- Read Saks, Chapters 11
- Team Presentations – Special Topics in Training Effectiveness
- Critique Assignment 2 posted in Brightspace
- I will be offering consultations on the Final Project (bring your drafts!)

Wednesday, November 25 – Training Programs & Management and Leadership Development

- Read Saks, Chapter 12&13
- Team Presentations – Special Topics in Leadership Development

Wednesday, December 2 – Final Project Presentations

Wednesday, December 9 – Final Project Presentations

APPENDIX I

Final Project Evaluation Criteria

Criteria	Max Points	
Description of the situation/event	1	What is the event/case you chose? What is the performance problem to be addressed?
Needs analysis	4	- What data do you plan to collect during this stage of training preparation? Why? - Who would you need to speak with and what would you need to gather from them at this point? - Does your needs analysis effort seek to entertain various possible explanations of a performance problem? - Are you comprehensive and realistic in your approach to conducting the needs analysis? What are the indications that would suggest that training is in fact a fitting solution to your performance problem? - What additional – non-training interventions – might you have to consider in response to the performance problem of the case?
Training Design and Implementation	4	- What KSA gaps would your training need to bridge? - How will you do it? (Briefly speak about the training content, focus more on the design and delivery of the training.) - Is your proposed training solution consistent with learning theories and adult learning principles? How? - Does its design rely on sound instructional methods and current research? - Does your proposed training design include pre- and post- training interventions? Strategies for sustained learning? - How do you plan to implement/deliver the training?
Training Evaluation	4	- How do you plan to evaluate the success of the proposed training program? - What qualitative and quantitative metrics do you plan to collect to measure training effectiveness? - Why/how is this data relevant? - Is your proposed training evaluation strategy rigorous? Realistic?
Quality of proposed blended learning	2	- Are you offering various modalities of training delivery? - Are your technology-enabled design elements instructionally or practically justified?
TOTAL	15	

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2026-2027

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found [here](#) Academic Accommodation for Students with Disabilities. Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://kings.uwo.ca/community/library/services/accessibility/>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's (Western) is committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

Mental Health and Wellness at King's - King's University College

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see https://kings.uwo.ca/sites/2025/assets/files/about/governance/policies/board/Board%20Policy%203_1%20Code%20of%20Student%20Responsibilities%20and%20Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.