PSY 5703: Psychology of Organizational Training and Development

Fall 2009 Course Syllabus and Schedule

Instructor: Professor John P. Campbell

Course Information
Course: Psy 5703: Psychology of Organizational Training and Development
Meets: Tuesdays & Thursdays, 2:30 p.m.-3:45 p.m.  N391 Elliott Hall
Prereq: Psy 2801 or equiv, Psy 3711, credit will not be granted if credit already received for Psy 5707.
Credits: 3 credits

Instructor Information
Instructor: Professor John Campbell
Office: N478 Elliott Hall
Email: campb006@umn.edu
Phone: 612-625-9351
Office Hours: By appointment

Teaching Assistant
Mike Natali
nata0017@umn.edu
By appointment

Required Textbook

Other Required Readings
You can download pdf copies of all other readings on the class Web Vista site. A complete list of readings is on pp. 4-6.

Exams
There will be two examinations, mid-semester and final. They will be non-overlapping in terms of the content covered (the material covered on the mid-semester exam will not be covered on the final. The final will cover only the last half of the course. Both exams will have the same format. The exam questions will not be multiple choice or true-false, but will ask for 2-4 sentence answers. Each exam will contain 25-30 questions and you will be able to omit approximately 25% of them. There will be additional exam questions for graduate students. Sets of study guide questions for the mid-semester and final exams will be made available.

Grades
Exams will be graded by the instructor and TA. Your course grade will be based on the sum of your mid-semester and final exam scores.

Assignments
Graduate students will be required to complete an additional assignment. Details will be provided on separate handouts by the instructor.

Attendance
Class attendance is required.
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topic</th>
<th>Required Readings</th>
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</thead>
</table>
| 1 9/8/09 9/10/09 | Introduction  
- Training defined  
- Training vs. selecting vs. motivating vs. work redesign  
- A bit of training history  
- Some global training issues | Goldstein & Ford (Ch. 1 & 2) |
| 2 9/15/09 9/17/09 | Two Substantive “Theory” Issues  
- Training achievement vs. job performance  
- Aptitude x “treatment” (i.e. training) interactions  
  - Do they exist?  
  - What kind should you look for? | Cronbach (1975)  
Campbell & Kuncel (2001)  
* Ackerman (1986) |
| 3 9/22/09 9/24/09 | Determining Training Needs  
- The role of goals  
- Job analysis vs. performance analysis  
- From deficiencies in performance determinants to the specifications for training needs. | Goldstein & Ford (Ch. 3)  
Anderson & Wilson (1992) |
| 4 9/29/09 10/1/09 | Training Design: Introduction  
- Theories of learning  
- A real paradigm shift  
- A model of instruction  
- What about the Principles of Learning? | Goldstein & Ford (Ch. 4, pp. 85-103)  
Dipboye (1997)  
* Gagne, Briggs, & Wager (1988-ch. 7) |
| 5 10/6/09 10/8/09 | A Generic Model of Training Design  
- Specifying training objectives  
- Choosing training content  
- Choosing instructional methods  
- Using learning principles (e.g. practice and feedback)  
- Retention vs. transfer | Goldstein & Ford (Ch. 4, -pp. 104-137, Ch. 7)  
Schmidt & Bjork (1992) |
| 6 10/13/09 10/15/09 | Learning and Individual Differences in:  
- Cognitive ability  
- Personality  
- Motivation | Holladay & Quinones (2003)  
Colquitt & Simmering (1998)  
Mathieu & Martineau (1997)  
Brown (2001)  
* Snow (1989) |
| 7 10/20/09 10/22/09 | Some Alternative Views  
- From construction to “pop” management  
- Review session | Kraiger (2008)  
Saks & Haccoun (2008) |
<p>| 8 10/27/09 | MID SEMESTER EXAM |</p>
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topic</th>
<th>Required Readings</th>
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</thead>
<tbody>
<tr>
<td>8 10/29</td>
<td>Training Evaluation: An Introduction</td>
<td>Goldstein &amp; Ford (Ch. 5)</td>
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<tr>
<td></td>
<td>• What is evaluation?</td>
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<td></td>
<td>• What questions need answering?</td>
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<td>9 11/3</td>
<td>Assessment of Training Outcomes</td>
<td>Goldstein &amp; Ford (Ch. 5, continued)</td>
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<td>11/5</td>
<td>• Traditional criterion measurement</td>
<td>Frayne &amp; Geringer (2000)</td>
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<tr>
<td></td>
<td>• Non-traditional (criterion-referenced)</td>
<td>Hambleton (1980)</td>
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<tr>
<td></td>
<td>measurement</td>
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<td></td>
<td>• Measures of training achievement</td>
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<td>10 11/10</td>
<td>Evaluating Training Effects</td>
<td>Goldstein &amp; Ford (Ch. 6)</td>
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<td>11/12</td>
<td>• Evaluation designs</td>
<td>*Cook, Campbell, &amp; Peracchio (1990)</td>
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<td>• Quasi-experimental designs</td>
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<td>• A decision making frame of reference</td>
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<td>11 11/17</td>
<td>Overview of Training Content (e.g.):</td>
<td>Goldstein &amp; Ford (Ch. 8)</td>
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<td>11/19</td>
<td>• Skills training</td>
<td>Joung, Hesketh, &amp; Neal (2006)</td>
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<td>• Leadership and supervision</td>
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<td>• Management development</td>
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<td>12 11/24</td>
<td>Specific Training Problems</td>
<td>Goldstein &amp; Ford (Ch. 8, continued)</td>
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<td>11/26</td>
<td>• Team training</td>
<td>Helmreich &amp; Foushee (1993)</td>
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<tr>
<td>13 12/1</td>
<td>Specific Training Problems</td>
<td>Goldstein &amp; Ford (Ch. 8, continued)</td>
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<td>12/3</td>
<td>• Teaching problem solving and decision</td>
<td>Lehman, Lempert, &amp; Nisbett (1998)</td>
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<td>making</td>
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<td>14 12/8</td>
<td>Teaching Interpersonal Skills</td>
<td>Baldwin (1991)</td>
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<td>12/10</td>
<td>• On to the future</td>
<td>Latham &amp; Saari (1987)</td>
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<td>15 12/15</td>
<td>Summary of training evaluation research</td>
<td>Goldstein &amp; Ford (Ch. 9)</td>
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<td>• On to the future</td>
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**FINAL EXAM**  
**TUES. DEC. 22**  
**10:30 – 12:30**  
**N391**
Other Required Readings
(In addition to the textbook: Training in Organizations, Goldstein & Ford)
(* An asterisk means additional recommended readings for graduate students only)

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 6, continued:

**Week 7**


**Week 9**


**Week 10**

**Week 11**

**Week 12**

**Week 13**

**Week 14**

Course Objectives
The general purposes of the course are to provide the student with a comprehensive and useful framework for how to identify training problems, design training programs and evaluate training results. The student should also gain considerable familiarity with what the field of training and development is like as a profession. The course attempts to show how many different areas of theory and research in psychology can be brought to bear on organizational training problems and issues. It is not a course about the latest buzz words or bells and whistles. The focus is on a much more fundamental framework.

Other Course Information
Make-up exam policy: There are no makeup exams.

University Policies and Information

Students with Special Needs
Students who are at a disadvantage dealing with the conventional written test format under conditions of limited time (e.g., learning disabilities, visual difficulties, etc.) should arrange to have extra time for exam taking. To make arrangements, students should contact the instructor or teaching assistant as early as possible.

Scholastic Dishonesty/Academic Misconduct/Student Conduct
The University of Minnesota defines scholastic dishonesty as "…plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."
(see http://www1.umn.edu/regents/policies/academic/StudentConductCode.html)

Center for Writing: http://writing.umn.edu/

Learning and Academic Skills Center: http://www.uccs.umn.edu/index.html

Student Mental Health: http://www.mentalhealth.umn.edu/

Expected Academic Work Per Credit:
http://policy.umn.edu/groups senate/documents/policy/studentwork_pol.cfm

Grading Standards:
http://policy.umn.edu/groups/senate/documents/policy/gradingtranscripts_pol.cfm

Student Use of Electronic Devices in the Classroom:
http://policy.umn.edu/groups/senate/documents/policy/classroomped_pol.cfm

Sexual Harassment: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf