

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
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Office Hours: By appointment

Teaching Assistant

Mike Natali
nata0017@umn.edu
By appointment

Required Textbook

Training In Organizations, 4th Ed. ISBN:9780534345549 Goldstein & Ford.

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.

Psy 5703 Schedule		
Week & Date	Topic	Required Readings * Additional Recommended Readings for Graduate Students
1 9/8 9/10	Introduction <ul style="list-style-type: none"> • 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 9/17	Two Substantive “Theory” Issues <ul style="list-style-type: none"> • Training achievement vs. job performance • Aptitude x “treatment” (i.e. training) interactions <ul style="list-style-type: none"> - Do they exist? - What kind should you look for? 	Cronbach (1975) Campbell & Kuncel (2001) * Ackerman (1986)
3 9/22 9/24	Determining Training Needs <ul style="list-style-type: none"> • 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 10/1	Training Design: Introduction <ul style="list-style-type: none"> • 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 10/8	A Generic Model of Training Design <ul style="list-style-type: none"> • 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 10/15	Learning and Individual Differences in: <ul style="list-style-type: none"> • Cognitive ability • Personality • Motivation 	Holladay & Quinones (2003) Colquitt & Simmering (1998) Mathieu & Martineau (1997) Brown (2001) * Snow (1989)
7 10/20 10/22	Some Alternative Views <ul style="list-style-type: none"> • From construction to “pop” management • Review session 	Kraiger (2008) Saks & Haccoun (2008)
8 10/27	MID SEMESTER EXAM	

Psy 5703 Schedule, continued		
Week & Date	Topic	Required Readings * Additional Recommended Readings for Graduate Students
8 10/29	Training Evaluation: An Introduction <ul style="list-style-type: none"> • What is evaluation? • What questions need answering? 	Goldstein & Ford (Ch. 5)
9 11/3 11/5	Assessment of Training Outcomes <ul style="list-style-type: none"> • Traditional criterion measurement • Non-traditional (criterion-referenced) measurement • Measures of training achievement 	Goldstein & Ford (Ch. 5, continued) Frayne & Geringer (2000) Hambleton (1980)
10 11/10 11/12	Evaluating Training Effects <ul style="list-style-type: none"> • Evaluation designs • Quasi-experimental designs • A decision making frame of reference 	Goldstein & Ford (Ch. 6) *Cook, Campbell, & Peracchio (1990)
11 11/17 11/19	Overview of Training Content (e.g.): <ul style="list-style-type: none"> • Skills training • Leadership and supervision • Management development 	Goldstein & Ford (Ch. 8) Joung, Hesketh, & Neal (2006)
12 11/24	Specific Training Problems <ul style="list-style-type: none"> • Team training 	Goldstein & Ford (Ch. 8, continued) Helmreich & Foushee (1993)
12 11/26	THANKSGIVING VACATION	
13 12/1 12/3	Specific Training Problems <ul style="list-style-type: none"> • Teaching problem solving and decision making 	Goldstein & Ford (Ch. 8, continued) Lehman, Lempert, & Nisbett (1998)
14 12/8 12/10	Teaching Interpersonal Skills	Baldwin (1991) Latham & Saari (1987)
15 12/15	Summary of training evaluation research <ul style="list-style-type: none"> • On to the future 	Goldstein & Ford (Ch. 9)

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

Cronbach, L. J. (1975). Beyond the two disciplines of scientific psychology. *American Psychologist*, 30, 116-127.

Campbell, J. P., & Kuncel, N. R. (2002). Individual and team training. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.), *Handbook of industrial, work and organizational psychology* (Vol. 1, pp. 278-312). Thousand Oaks, CA: Sage.

* Ackerman, P. L. (1987). Individual differences in skill learning: An integration of psychometric and information processing perspectives. *Psychological Bulletin*, 102, 3-27.

Week 3

Anderson, L., & Wilson, S. (1997). Critical incident technique. In D. L. Whetzel & G. R. Wheaton (Eds.), *Applied measurement methods in industrial psychology* (pp. 89-112). Palo Alto, CA: Davies-Black Publishing.

Week 4

Dipboye, R. L. (1997). Organizational barriers to implementing a rational model of training. In M. A. Quinones & A. Ehrenstein (Eds.), *Training for a rapidly changing workplace: Applications of psychological research* (pp. 31-60). Washington, DC: American Psychological Association.

* Gagne, R. M., Briggs, L. J., & Wager, W. W. (1988). *Principles of instructional design* (3rd ed.). New York City, NY: Holt, Rinehart, & Winston.

Week 5

Schmidt, R. A., & Bjork, R. A. (1992). New conceptualizations of practice: Common principles in three paradigms suggest new concepts for training. *Psychological Science*, 3, 207-217.

Week 6

Holladay, C. L., & Quinones, M. A. (2003). Practice Variability and Transfer of Training: The Role of Self-Efficacy Generality. *Journal of Applied Psychology*, 88, 1094-1103.

Colquitt, J. A., & Simmering, M. J. (1998). Conscientiousness, goal orientation, and motivation to learn during the learning process: A longitudinal study. *Journal of Applied Psychology*, 83, 654-665.

Mathieu, J. E., & Martineau, J. W. (1997). Individual and situational influences on training motivation. In J. K. Ford, S. W. J. Kozlowski, K. Kraiger, E. Salas & M. S. Teachout (Eds.), *Improving training effectiveness in work organizations* (pp. 193-222). Mahwah, NJ: Erlbaum.

Brown, K.E. (2001). Using computers to deliver training: Which employees learn and why? *Personnel Psychology*, 54, 271-296.

Week 6, continued:

- * Snow, R. E. (1989). Aptitude-treatment interactions as a framework for research on individual differences in learning. In P. L. Ackerman, R. J. Sternberg & R. Glaser (Eds.), *Learning and individual differences: Advances in theory and research* (pp. 13-59). New York City, NY: Freeman.

Week 7

- Kraiger, K. (2008). Transforming our models of learning and development: Web-based instruction as enabler of third-generation instruction. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 1, 454-467.
- Saks, A.M., & Haccoun, R.R. (2008). Is the “third generation model” new, and is it the Holy Grail of adaptive learning? *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 1, 480-483.

Week 9

- Frayne, C. A., & Geringer, J. M. (2000). Self-management training for improving job performance: A field experiment involving salespeople. *Journal of Applied Psychology*, 85, 361-372.
- Hambleton, R. K. (1980). Test-score validity and standard setting methods. In R. A. Berk (Ed.), *Criterion referenced measurement: The state of the art*. Baltimore, MD: Johns Hopkins University Press.

Week 10

- * Cook, T. D., Campbell, D. T., & Peracchio, L. (1990). Quasi experimentation. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 1, pp. 491-576). Palo Alto, CA: Consulting Psychologists Press.

Week 11

- Joung, W., Hesketh, B., & Neal, A. (2006). Using “war stories” to train for adaptive performance: Is it better to learn from error or success? *Applied Psychology: An International Review*, 55, 2, 282-302.

Week 12

- Helmreich, R. L., & Foushee, H. C. (1993). Why crew resource management? Empirical and theoretical bases of human factors training in aviation. In E. L. Wiener, B. G. Kanki & R. L. Helmreich (Eds.), *Cockpit resource management*. (pp. 3-45). San Diego, CA: Academic Press

Week 13

- Lehman, D. R., Lempert, R. O., & Nisbett, R. E. (1988). The effects of graduate training on reasoning: Formal discipline and thinking about everyday-life events. *American Psychologist*, 43, 431-442.

Week 14

- Baldwin, T. T. (1992). Effects of alternative modeling strategies on outcomes of interpersonal-skills training. *Journal of Applied Psychology*, 77, 147-154.
- Latham, G. P., & Saari, L. M. (1979). Application of social-learning theory to training supervisors through behavioral modeling. *Journal of Applied Psychology*, 64, 239-246.

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/acaemic/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>