

Training: Psyc. 638-001

Spring, 2012

Instructor: Stephen J. Zaccaro

Office: DK 3066B; 993-1355

Office Hours: Tuesdays, 3:00 - 4:00; Wednesdays, 6:00 - 7:00; and by appointment

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PURPOSE: This course will provide you with a survey of research and perspectives on training in organizations. Our emphasis will be on understanding the principles and techniques of growing work-related knowledge, skills, and abilities. This class will follow a seminar format. This means that you should read the assigned articles before class time and be prepared to discuss/critique them. From this course, students should gain in their abilities to read, critique, and discuss major research perspective and ideas in the training literature. You will also gain in your abilities to apply training techniques, and develop research proposals that can contribute to the training literature.

OUTLINE OF TOPICS:

- I. Training: An introduction – (1/24-31)
- II. Learning theories – (1/31-2/7)
- III. Training needs assessment – (2/14)
- IV. Instructional design – (2/21-3/6)
- V. Practice, feedback, and information provision – (3/6-20)
- VI. Trainee characteristics – (3/20-27)
- VII. Training transfer – (4/3)
- VIII. Training evaluation – (4/10)
- IX. The organizational context – (4/17)
- X. Developmental work assignments – (4/24)
- XI. Managerial training and development – (5/1)

REQUIREMENTS: Your grade in this class will be based on three individual and team assignments. The first assignment will be a team project that will entail a training needs analysis and training intervention prospectus for a particular organization. An outline of the proposal will be due March 20th with the final assignment being due May 1st. The second assignment will be a cumulative final examination. This examination will also be take-home essay in format. The final examination will be distributed on May 1st.

This class is intended to be a seminar class, with considerable discussion expected among class members. As a third assignment, you will be required as part of a team to be responsible for presenting two of the assigned articles each week and leading the class discussion on that article. Each week I will assign a "participation grade" to you that will reflect (a) your individual preparation and participation in the class discussion, and (b) your group's preparation for and facilitation of the class discussion. I will assign the papers to your group for the following week's discussion. I will give further instruction on the first day of class about how to prepare your analysis and facilitation of articles. Please note that all members of the class are responsible for reading all of the articles each week, not just the ones assigned to your group.

The final examination will each be worth 40% of your final grade. The training proposal will also be worth 40%, and class participation will be worth 20% of your grade. Missed deadlines for the assignments will result in a letter-grade deduction (10 points) for each day late.

TEXT:

Required:

Noe, R. A. (2010). *Employee training and development* (5th edition). Boston: McGraw-Hill.

Recommended:

Kozlowski, S. W. J., & Salas, E. (Eds.) (2010). *Learning, training, and development in organizations*. New York: Routledge, Taylor & Francis.

Honor Code: The provisions of the George Mason University honor code apply to all aspects of this course.

Other Important Dates

Last day to drop with no penalty	January 31 st
Last day to add	January 31 st
Last day to drop with penalty	February 24 th
Last day of classes	May 5 th
Reading Days	May 7 th & 8 th

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Office (703-993-2474). All academic accommodations must be arranged through that office

GMU EMAIL ACCOUNTS: Students must activate their GMU email accounts to receive important University information, including messages related to this class.

OFFICE OF DISABILITY SERVICES: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <http://caps.gmu.edu>

ASSIGNED READINGS

I. Training: An introduction and overview

Aquinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology, 60*, 451-474.

Noe (2010), Chapters 1-2

II. Learning theories

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

Ericsson, K. A., & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist, 49*, 725-747.

Neal, A., Godley, S. T., Kirkpatrick, T., Dewsnap, G., Joung, W., & Hesketh, B. (2006). An examination of learning processes during critical incident training: Implications for the development of adaptable trainees. *Journal of Applied Psychology, 91*, 1276-1291.

Noe (2010), Chapter 4

Kozlowski & Salas, Chapters 3, 5

III. Training needs assessment

Day, E. A, Blair, C., Daniels, S., Kligyte, V., & Mumford, M. D. (2006). Linking instructional objectives to the design of instructional environments: The integrative training matrix. *Human Resource Management Review, 16*, 376-395.

Dierdorff, E. C., & Surface, E. A. (2008). Assessing training needs: Do work experience and capability matter. *Human Performance, 21*, 28-48

Ford, J. K., Smith, E. M., Segoo, D. J., & Quinones, M. A. (1993). Impact of task experience and individual factors on training emphasis ratings. *Journal of Applied Psychology, 78*, 583-590.

Schneider, C. E., Guthrie, J. P., & Olian, J. D. (1988). A practical guide to conducting and using training needs assessment. *Public Personnel Management (Summer, 1988)*, 191-205.

Noe (2010), Chapter 3

IV Training design

Bell, B. S., & Kozlowski, S. W. J. (2008). Active learning: Effects of core training design elements on self-regulatory processes, learning, and adaptability. *Journal of Applied Psychology, 93*, 296-316.

Carter, M., & Beier, M. (2010). The effectiveness of error management training with working aged adults. *Personnel Psychology, 63*, 641-675.

Hochmitz I., & Yuviler-Gavish, N. (2011). Physical fidelity versus cognitive fidelity training in

procedural skills acquisition. *Human Factors*, 53, 489-503.

Keith, N., & Frese, M. (2005). Self-regulation in error management training: Emotion control and metacognition as mediators of performance effects. *Journal of Applied Psychology*, 90, 677-691.

Sitzmann, T. (2011). A meta-analytic examination of the instructional effectiveness of computer-based simulation games. *Personnel Psychology*, 64, 489-528.

Sitzmann, T., Kraiger, K., Stewart, D., & Wsiher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology*, 59, 623-664.

Taylor, P., Russ-Eft, D. F., & Chan, D. W. L., (2005) A meta-analytical review of behavior modeling training. *Journal of Applied Psychology*, 90, 692-709.

Noe (2010), Chapters 7-8

Kozlowski & Salas, Chapters 6-8

V Practice, Feedback and information provision

Donovan, J. J., & Radosevich, D. J. (1999). A meta-analytic review of the distribution of practice effect: Now you can see it, now you don't. *Journal of Applied Psychology*, 84, 795-805.

Goodman, J. S., & Wood, R. E. (2004). Feedback specificity, learning opportunities, and learning. *Journal of Applied Psychology*, 89, 809-821.

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119, 254-284.

Schmidt, R. A., & Wulf, G. (1997). Continuous concurrent feedback degrades skill learning: Implications for training and simulation. *Human Factors*, 39, 509-525.

VI. Trainee characteristics

Kanfer, R., & Ackerman, P.L. (1989). Motivational and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of Applied Psychology*, 74, 657-690.

Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytical path analysis of 20 years of research. *Journal of Applied Psychology*, 85, 678-707.

Ford, J. K., Smith, E. M., Weissbein, D., Gully, S., & Salas, E. (1998). Relationships of goal orientation, metacognitive activity, and practice strategies with learning outcomes and transfer. *Journal of Applied Psychology*, 83, 218-232.

Gully, S. M., Payne, S.C., Koles, K. L., & Whiteman, J. K., (2002). The impact of error training and individual differences on training outcomes: An attribute-treatment interaction perspective. *Journal of Applied Psychology*, 87(1), 143-155.

Snow, R. E. & Lohman, D. F. (1984). Toward a theory of cognitive aptitude for learning from instruction. *Journal of Educational Psychology*, 76, 347-376.

Yeo, G. B., & Neal, A. (2004). A multilevel analysis of effort, practice, and performance: Effects of ability, conscientiousness, and goal orientation. *Journal of Applied Psychology*, 89, 231-247.

Kozlowski & Salas, Chapters 1-2

VII Training transfer

Chen, G., Thomas, B., & Wallace, J. C. (2005). A multilevel examination of the relationships among training outcomes, mediating regulatory processes and adaptive performance. *Journal of Applied Psychology*, 90, 827-841.

Ford, J. K., & Weissbein, D. (1997). Transfer of training: An updated review and analysis. *Performance Improvement Quarterly*, 10, 2-41

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.

Taylor, P. J., Russ-Eft, D. F., & Taylor, H. (2009). Transfer of management training from alternative perspectives. *Journal of Applied Psychology*, 94, 104-121.

Noe (2010), Chapter 5

VIII Training evaluation

Arthur, W. Jr., Bennett, W. Jr., Edens, P. S., Bell, S. T. (2003) Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*. 88,234-245.

Kraiger, K., Ford, J. K., & Salas, E., (1993). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 78, 311-328.

Morrow, C. C., Jarrett, M. Q., & Rubinski, M. T. (1997). An investigation of the effect and economic utility of corporate-wide training. *Personnel Psychology*, 50, 91-119.

Sitzman, T., Brown, K., Casper, W. J., Ely, K., Zimmerman, R. D. (2008). A review and meta-analysis of the nomological network of trainee reactions. *Journal of Applied Psychology*, 93, 280-295.

Noe (2010), Chapter 6

Kozlowski & Salas, Chapters 4, 12

IX The organizational context

Jackson, S. E., Schuler, R. S., & Rivero, J. C. (1989). Organizational characteristics as predictors of personnel practices. *Personnel Psychology*, 42, 727-786.

Quinones, M. A (1997). Contextual influences on training effectiveness. In M. A. Quinones & A. Ehrenstein (Eds.), *Training for a rapidly changing workplace: Applications of psychological research*. Washington, DC: American Psychological Association.

Noe (2010), Chapter 10

Kozlowski & Salas, Chapter 11

X. Developmental work assignments and self-development

Birdi, K., Allan, C., & Warr, P. (1997). Correlates and perceived outcomes of four types of employee development activity. *Journal of Applied Psychology, 82(6)*, 845-857.

DeRue, D. S., & Wellman, N. (2009). Developing leaders via experience: The role of developmental challenge, learning orientation, and feedback availability. *Journal of Applied Psychology, 94*, 859-875.

Maurer, T.J., Weiss, E. M, Barbeite, F. G., (2003). A model of involvement in work-related learning and development activity: The effects of individual, situational, motivational, and age variables. *Journal of Applied Psychology. 88(4):707-724, August 2003.*

McCauley, C.D., Ruderman, M.N., Ohlott, P.J., & Morrow, J.E. (1994). Assessing the developmental components of managerial jobs. *Journal of Applied Psychology, 37*, 46-67.

Kozlowski & Salas, Chapters 9-10

XI Managerial training and development; team training

Burke, M. J., & Day, R. R. (1986). A cumulative study of the effectiveness of managerial training. *Journal of Applied Psychology, 71*, 242-245.

Ellis, A., Bell, B. S., Ployhart, R. E., Hollenbeck, J. R., & Ilgen, D. R. (2005). An evaluation of generic teamwork skills training with action teams: Effects on cognitive and skill-based outcomes. *Personnel Psychology. 58*, 641-672.

Salas, E., Diaz Granados, D., Klein, C., Burke, C. S., Stagl, K., Goodwin, G., & Halpin, S. M. (2008). Does team training improve team performance. A meta-analysis. *Human Factors, 50*, 903-933.

Day, D. V. (2001). Leadership development: A review in context. *Leadership Quarterly, 11*, 581-613.