**Psychology 961**

**Learning and Development in Organizations**

**Spring 2021**

Instructor: J. Kevin Ford Office: 315 Psychology Building

Phone: 353-5006

Office Hours: Immediately after class or by Appointment

E-Mail [Fordjk@msu.edu](mailto:Fordjk@msu.edu)

Course Description

This course is a doctoral level graduate seminar that focuses on critical conceptual and empirical issues facing training and development in the workplace. The course is structured around major training themes such as training needs assessment, design, evaluation and transfer as well as addressing key questions in the field regarding learning and transfer of learning to the job. The course is not designed to "train" trainers but to give participants an appreciation for the critical research issues that must be addressed in the training literature as well as underscoring the best evidence to drive best practices.

Why a Course on Workplace Learning and Development in Psychology?

Many businesses are spending an increasing amount of money on learning activities and training to increase competitiveness and to improve services. Organizational Psychologists can play various roles relevant to improving the quality and effectiveness of employee training. These include: (1) the development of theoretical perspectives and models of what is meant by learning and transfer; (2) the derivation of testable models and the conduct of empirical research on the factors that impact learning and the transfer of training to the job; (3) the identification, design, delivery, evaluation, and improvement of learning programs; and (4) the study of key issues beyond individual development to broader issues of team effectiveness and organizational learning.

On a more personal note, I became interested in the development of people in the workplace after taking an undergraduate course in Industrial and Organizational Psychology. My interest in learning and development continued through graduate school and has led to a major focus of my research and practice efforts since becoming a faculty member. My hope is that this class stimulates you thinking about developing people in the workplace and that you find a career doing what you enjoy as I have in working with learning related issues in the workplace.

Course Readings

Textbook: Ford, J.K. (2021). Learning in Organizations. New York: Routledge.

Articles and chapters as assigned

Course Structure

The course is structured around core research questions as well as key principles for improving effectiveness. You will gain an understanding of how individuals have researched issues of learning and development across Industrial and Organizational Psychology, Applied Cognitive Psychology, Education, and other related fields. This includes increasing your knowledge of what key criteria researchers have been interested in predicting (e.g., learning and transfer of learning) as well as the factors that impact knowledge and skill acquisition and its application to the job. You will be exposed to conceptual papers and rigorous empirical research. In addition, you will become involved in a project that calls for developing a training program. The project will enhance your skills in terms of putting together a coherent learning program for employees in an existing job. There is a separate handout that explains the steps in the project that are to be completed.

From a process perspective, this course is organized around principles of high participation and customization. This means that I, as an instructor, have the responsibility of organizing the class and helping to guide you to new levels of knowledge and skill relevant to the area of learning and development. I strongly believe that people learn through taking the initiative and actively participating in shared endeavors. The course has embedded many opportunities for you to work with others in your class to gain greater levels of understanding about course content. As students in the class, you will be asked to take an active role in (1) facilitating/leading discussions; (2) linking new concepts/readings with past concepts/readings; and (3) helping with the process of documenting best practices such as key principles of learning as the class progresses. It is an active inquiry process with a collaborative, horizontal participation structure with fluid responsibilities (Rigoff & Associates, 2003; Annual Review of Psychology). The success of this journey depends on the motivation of all of us (me included!) to make it a success!

Course Expectations

Active participation in class discussions is expected – it is why you are here! You (and I) are expected to come to class prepared to discuss the assigned readings. I will often give you questions to think about as you are reading the material to prepare you for the class discussions. In addition, you are expected to complete many pre-class assignments. Of course, you are also expected to come to every class as we have much to learn! Feedback regarding participation is available upon request at any time. Do not be surprised if I come up to you at some point to encourage you to participate even more!

Key Course Assignments

1. Complete assignments and participation. You will be asked to participate in many ways in the class. All students will (1) lead a discussion about a research paper(s) from readings for that week (facilitator role), (2) take the role of an “historian”(determine how material we are looking at one week links back to previously learned content) and (3) take on a guider role by helping document best practice principles and guidelines of the factors impacting learning and effective training. Instructions will be given in class.

2. Complete a review and develop a practice-focused article:

(a) Take one of the areas that you decided to go into more depth in the class and determine what to issue to focus on from those papers. Find around 5 or so additional papers on that particular issue. Provide an integrative review around these papers (not summary of each paper but a review of what we know in an area across those papers) (5 – 6 pages). Then provide a critique around the strengths and limitations in this area of research based on the papers you have reviewed (2 pages). Then provide a list of 4-6 principles and guidelines (citing what sources they come from) that you have confidence in that come out of your review. Take 2 principles (and guidelines) and identify questions that would need to be answered by a practitioner as part of detailing specifications (see Salas et all paper on reciprocity at the beginning of class) for that principle and guidelines (1-2 pages). Finally, provide a reference page with all the articles you used in your review.

(b) Develop a practice-oriented article (6 to 10 pages) that take the research findings from part (a) and translate it into practical recommendations for improving training. Make sure that you make the presentation lively and engaging. Include pictures and other visuals to make your points stand out.

3. Training project. Participants will work as part of a two or three person team to complete assigned work relevant to developing a training program. The project will include conducting a needs assessment, writing training objectives, designing a training program, and developing methods of evaluation. A separate handout on the training project will be provided that explains the steps to be completed. Although you will be part of a “team”, some work for the project is on an individual basis.

Course Evaluation

The three parts of the class will be graded as follows:

Class Assignments and Participation 30%

Research Paper and principles 20%

Practice Paper 20%

Training Project 30%

**UNIVERSITY AND COURSE POLICIES**

*Attendance:* Attendance will influence your participation grade. You are expected to be aware of any changes in dates of assignment. Ignorance will not be accepted as an excuse.

*Make-Up Policy: All* assignments must be completed when scheduled. Unless *prior permission* has been obtained, ***NO*** late or makeup assignments will be accepted or given. Permission may be granted for those who contact the instructor *prior* to the scheduled date, and provide valid documentation related to the absence either before or after the absence.

*Misconduct:* Cheating, plagiarism, or other forms of academic dishonesty will result in a penalty that could include failure of the course. The official university policy is as follows:

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

1. claim or submit the academic work of another as one’s own.
2. procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
3. complete or attempt to complete any assignment or examination for another individual without proper authorization.
4. allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
5. alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
6. fabricate or falsify data or results.

*Recording: As* members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are subject to the following conditions of use: 1. Students may record lectures/classroom activities and use the recordings for their own course-related purposes. 2. Students may share the recordings for others enrolled in this specific course section. Sharing is limited to using the recordings only for course-related purposes 3. Students may not post the recordings or any other course materials online or distribute them to anyone not enrolled in this section of the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings. That means you cannot post a photo or video or other recording of anyone in the class to any social media site (e.g., Instagram, Facebook, Twitter) without their written consent. Violation of this policy may result in a grade penalty up to a 0.0 in the course. 4. Any student violating the conditions described above may face academic disciplinary sanctions.

*Incomplete Policy:* The official university policy is as follows:

The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student and retains a copy for at least one year.

*Limits to confidentiality***:** Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU Counseling Center.

*Religious Holiday:* The official university policy is as follows:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors

Course Topics and Readings

Note: The course schedule and readings may be modified as the course progresses

Week of Jan 11 Ford – Chapter 1

Rousseau, D. M. (2006). Is there such a thing as “evidence-based management”?. *Academy of management review*, *31*(2), 256-269.

Salas, E., Cannon-Bowers, J. & Blickernsderfer, E. (1997). Enhancing reciprocity between training theory and practice: Principles, guidelines, and specifications. In J, K. Ford & Associates (Eds.), Improving training effectiveness in work organizations.

Briner, R. & Rousseau, D.M. (2011). Evidence-based I/O Psychology: Not there yet. IO Psychology, 4, 3-22

Questions for Reflection: From your perspective, what is needed for an evidence-based field?

What is the difference between principles, guidelines, and specifications?

January 18 No classes – MSU

January 20 Evidence to Best Practice (9:10 – 10:00)

Rousseau, D. M., & Barends, E. G. (2011). Becoming an evidence‐based HR practitioner. *Human Resource Management Journal*, *21*(3), 221-235.

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

Latham, G. P., & Saari, L. M. (1979). Application of social-learning theory to training supervisors through behavioral modeling. *Journal of Applied Psychology*, *64*(3), 239.

Assignment 1 due: Please complete the following by Tuesday January 19th at noon and submit to me. Also meet with your assigned group to discuss your paper and be prepared to discuss you conclusions at Wednesday’s class

Identify (write) principles and guidelines (based on Salas et al 1997 paper) from the meta-analysis on behavioral modeling as well as from the empirical paper by Latham and Saari (make sure to indicate the source of the principles leading to the guidelines). Now, how confident are you in the principles you generated and the guidelines? What are implications you draw from your attempt at translational science from an individual study and from a meta-analysis?

January 25 What do we mean by Learning? (Guest Speaker: Dr. Eduardo Salas)

CLASS 9:10 – 12:00)

Ford, Chapter 2

Salas, E. & Kosarzychi, M. (2003). Why don’t organizations pay attention to (and use) findings from the science of training? Human Resource Quarterly, 14, 487-490.

*Learning Taxonomy*

Krathwohl, D. (2002). A revision of Bloom’s taxonomy: An overview. Theory into Practice, 41, 212=218.

*Learning Outcomes*

Kraiger, K., Ford, J.K., & Salas, E. (1993). Integration of cognitive, behavioral, and affective theories of learning into new methods of training evaluation. Journal of Applied Psychology.

*Developing Expertise*

Ford, J. K., Webb, J. M., & Showler, M. (2017). Building Deep Specialization through Intentional Learning Activities. *The Cambridge Handbook of Workplace Training and Employee Development*, 228.

Hoffman et al (2014). Demonstrations of accelerated expertise (chapter 9)

February 01 Identifying what needs to be learned (9:10 – 11:00)

Ford, Chapter 3

*Cognitive Task Analysis*

Clark, R., Feldon, D., Merienboer, J., Yates, K., & Early, S. (2006). Cognitive task analysis. Handbook on research on educational communications and technology (3rd ed.) Mahwah, NJ: LEA.

Schaafstal, A., Schraagen, J., & Berlo, M. (2000). Cognitive task analysis and innovation of training: The case of structured troubleshooting. Human Factors, 42, 75-86.

Tofel-Grehl, C., & Feldon, D.F. (2013). Cognitive task analysis based training: A meta-analysis of studies. Journal of Cognitive Engineering and Decision Making, 7, 293-304

*Competency Modeling*

Campion, M., Fink, A., Ruggeberg, B., Carr, L., Phillips, G.,& Odman, R. (2011). Doing competencies well: Best practices in competency modeling. Personnel Psychology, 64, 225-262.

Horng, J. Hsuan, H., et al (2011). Competency analysis of top managers in the Taiwanese hotel industry. International Journal of Hospitality Management, 30, 1044-1054.

Lievans, F., & Snachez, J. (2007). Can training improve the quality of inferences made by raters in competency modeling: A quasi-experiment. Journal of Applied Psychology, 92, 812-819.

*Application Issues*

Surface, E. A. (2012). Training needs assessment: Aligning learning and capability with performance requirements and organizational objectives. In M. Wilson, W. Bennett, S. Gibson, & G. Alliger (Eds.), The handbook of work analysis: The methods, systems, applications and science of work measurement in organizations. New York: Routledge (ONLY 454-461)

Holton, E. Bates, R. & Naquin, S. (2000). Large-scale performance driven training needs assessment: A case study. Public Personnel Management, 29, 249-267.

Smith-Jentsch, K., et al (2017). Teamwork training needs analysis for long-duration exploration missions. NASA/TM-2017-219294, Johnson Space Center, Houston, TX. .

Feb 03 Needs Assessment in Depth (9:10 – 10:00)

Feb 08 Planning for Instruction (9:10 – 11:00)

Ford, Chapter 4

*Workplace Instruction*:

Kraiger, K., & Ford, J.K. (2021). The Science of Workplace Instruction:   
Learning and Development Applied to Work. Annual Review of Organizational Behavior.

Merrill, D.M. (2007) A task-centered instructional strategy. *Journal of research on technology* *in education*, 40(1), 5-22. doi.org/10.1080/15391523.2007.10782493

Wickens, C. D., Hutchins, S., Carolan, T., Cumming, J. 2013. Effectiveness of part-task training and increasing-difficulty training strategies: a meta-analysis approach. *Hum. Factors, 55*: 461-470.

*Motivation to Learn*

Bauer, K., Orvis, K., Ely, K., & Surface, E. (2015). Re-examination of

motivation in learning contexts: Meta-analytically investigating the role type

of motivation plays in the prediction of key training outcomes. Journal of

Business Psychology

Klein HJ, Noe RA, Wang C. (2006). Motivation to learn and course

outcomes: the impact of delivery mode, learning goal orientation,

and perceived barriers and enablers. *Pers. Psychol.* 59:665–

702

Bell, B.S. & Ford, J.K. (2007). Reactions to skill assessment: The

forgotten factor in explaining motivation to learn. Human Resource

Development Quarterly, 18, 33-62.

*Active Learning*

Mesmer-Magnus, J., & Viswesvaran, C. (2010). The role of pre-training

interventions in learning: A meta-analysis and integrative review. *Human*

*resource management review*, 20(4), 261-282.

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.

Ford, J.K., Smith, E.M., Weissbein, D.A., Gully, S.M., & Salas, E.

(1998). Relationships of goal orientation, metacognitive activity and

practice strategies with learning outcomes and transfer. Journal of

Applied Psychology, 83, 218-233.

Feb 10 Planning for Instruction in Depth (9:10 – 10:00)

Feb 15 Learning Methods - (9:10 – 11:00) Guest Speakers–Dr. Sandy Fisher

& Dr. Mike Wasserman

Ford, Chapter 7

Martin, B, Kolomitro, K., & Lam, T. (2014). Training methods: A review  
 and analysis. Human Resource Development Review, 13, 11-35.

*Methods/Approaches*

Simons, D. J., Boot, W. R., Charness, N., Gathercole, S. E., Chabris, C. F., Hambrick, D. Z., & Stine-Morrow, E. A. (2016). Do “brain-training” programs work? *Psychological Science in the Public Interest*, *17*(3), 103-186.

Mattingly, V., & Kraiger, K. (2019). Can emotional intelligence be

trained? A meta-analytical investigation. *Human Resource*

*Management Review*, *29*(2), 140-155.

Adler, A., Bliese, P., eta l (2015). Mental skills training with basic

combat training soldiers: A group randomized trial. Journal of

Applied Psychology, 100, 1752-1764.

*Virtual Reality*

Kaplan, A.D., Cruit, J., Endsley, M., Beers, S.M., Sawyer, B.D., Hancock,

P.A. 2020. The effects of virtual reality, augmented reality, and mixed

reality as training enhancement methods: A meta-analysis. *Hum. Factors*.

Andrade, A.D., Bagri, A., Zaw, K., et al (2010). Avatar-mediated

training in the delivery of bad news in a virtual world. Journal of

Palliative Medicine, 13, 1415-1419.

Johnson, W.L., & Lester, J.C. (2016). Face to face interaction with

pedagogical agents, twenty years later. International Journal of

Artificial Intelligence in Education, 26, 25-36.

*Mobile Learning and* *Learner Control*

Karim, M. N., & Behrend, T. S. (2014). Reexamining the nature of learner

control: Dimensionality and effects on learning and training reactions.

*Journal of business and psychology*, 29(1), 87-99.

doi.org/10.1007/s10869-013-9309-6

Ovis, K.A., Brusso, R.C., Wasserman, M.E. & Fisher, S.L. (2010). E-abled for e-learning? The moderating role of personality in determining the optimal degree of learner control. Human Performance, 24, 60-78

Carolan, T.F., Hutchins, S., Wickens, C. & Cumming, J. (2014).

Costs and benefits of more learner freedom: Meta-analysis of

exploratory and learner control training methods. Human Factors, 56,

999-1014.

Feb 17 Learning Methods in Depth (9:10 – 10:00)

Feb 22 Thinking about Training Transfer (9:10 – 12:00) (Guest, Dr. Kurt Kraiger)

*What do we Know*

Ford, J. K., Baldwin, T. T., & Prasad, J. (2018). Transfer of training: The known and the unknown. *Annual Review of Organizational Psychology and Organizational Behavior*, *5*, 201-225.

Blume, B., Ford, J.K., Baldwin, T. & Huang, J. (2010). Transfer of training: A meta-analytic review. Journal of Management, 36, 1065-1105

Huang, J. L., Blume, B. D., Ford, J. K., & Baldwin, T. T. (2015). A tale of two transfers: Disentangling maximum and typical transfer and their respective predictors. Journal of Business and Psychology, 30, 709-732. doi: 10.1007/s10869-014-9394-1

Yelon, S. L., & Ford, J. K. (1999). Pursuing a multidimensional view of transfer. *Performance improvement quarterly*, *12*(3), 58-78.

*Model Building*

Blume, B., Ford, J.K., Surface, E. & Olenick, J. (2020). A dynamic model of training transfer, 29, 270-293

Olenick, J., Blume, B. D., & Ford, J. K. (2020). Advancing training and transfer research through the application of nonlinear dynamics. European Journal of Work and Organizational Psychology, 29(4), 541-555.

Huang, J., Ford, J.K., & Ryan, A.M. (2016). Ignored no more: Within-person variability enables better understanding of training transfer. Personnel Psychology, 69, 1-40.

Practice Implications

Ford, J.K., Yelon, S., & Billington, A. (2011). How much is transferred from training to the job: The 10% delusion as a catalyst for thinking about transfer. Performance Improvement Quarterly.

Yelon, S., Ford, J.K., & Bhatia, S. (2015). How trainees transfer what they have learned: Toward a taxonomy of use. Performance Improvement Quarterly.

Choi, M., & Roulston, K. (2015). Learning transfer in practice: A qualitative study of medical professionals’ perspectives. Human Resource Development Quarterly, 26, 249- 272

Assignment: What are advantages and disadvantages for facilitating translational science for integrative review papers (Ford, Baldwin, and Prasad) and meta-analytic studies (Blume, Ford, Baldwin and Huang)?

March 01 Training Project Group Work

Spring Break

March 08 Training Transfer: Key Factors and Interventions (9:10 – 11:00)

Ford, Chapter 5

*Work Environment*

Smith-Jentsch, K.A., Salas, E. & Brannick, M.T. (2001). To transfer or not to transfer? Investigating the combined effects of trainee characteristics, team leader support, and team climate. Journal of Applied Psychology, 86, 279-292.

Ford, J.K., Quinones, M.A., Sego, D.J., & Sorra, J.S. (1992). Factors affecting the opportunity to perform trained tasks on the job. Personnel Psychology, 45, 511-527.

Govaerts, N., & Dochy, F. (2014). Disentangling the role of the supervisor in transfer of training. Educational Research Review, 12, 77-93.

*Post-Training Interventions*

Tews, M., & Tracey, J. (2008). An empirical examination of posttraining on-the-job supplements for enhancing the effectiveness of interpersonal skills training. Personnel Psychology.

Tews, M. J., & Tracey, J. B. (2009). Helping managers help themselves: The use and utility of on-the-job interventions to improve the impact of interpersonal skills training. *Cornell Hospitality Quarterly*, *50*(2), 245-258.

Friedman, S., & Ronen, S. (2015). The effect of implementation intentions on transfer of training. European Journal of Social Psychology, 45, 409-416.

*Constructivist Theory and* *Problem Base Learning*

Kraiger, K. (2008). Transforming our models of learning and development: Web‐based instruction as enabler of third‐generation instruction. *Industrial and Organizational Psychology*, *1*(4), 454-467.

Ford, J. K. (2008). Transforming our models of learning and development: How far do we go?. *Industrial and Organizational Psychology*, *1*(4), 468-471.

Kirschner, P.A., Sweller, J., & Clark, R.E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential and inquiry based teaching. Educational Psychologist, 41, 75-86.

Strobel, J., & Van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *Interdisciplinary Journal of Problem-based Learning*, *3*(1), 44-58.

March 10 Training Transfer: Key Factors in Depth (9:10 – 10:00)

March 15 Building Individual Capabilities 9:10 – 11:00 (Guest: Dr. Scott Tannenbaum)

Ford Chapter 8

*Onboarding/Socialization*

Bauer, T. N., & Erdogan, B. (2011). Organizational socialization: The effective onboarding of new employees. Handbook of Industrial and Organizational Psychology, 3, 51-64.

Klein, H.J., Polin, B. & Sutton, K. (2015). Specific onboarding practices for the socialization of new employees. International Journal of Selection and Assessment, 23, 263-283.

Ashforth, B. E., Sluss, D. M., & Saks, A. M. (2007). Socialization tactics, proactive behavior, and newcomer learning: Integrating socialization models. *Journal of vocational behavior*, *70*(3), 447-462.

*Informal Learning*

Cerasoli, C. P., Alliger, G. M., Donsbach, J. S., Mathieu, J. E., Tannenbaum, S. I., & Orvis, K. A. (2018). Antecedents and outcomes of informal learning behaviors: A meta-analysis. *Journal of Business and Psychology*, *33*(2), 203-230.

Jeong, S., Han, S. J., Lee, J., Sunalai, S., & Yoon, S. W. (2018). Integrative literature review on informal learning: Antecedents, conceptualizations, and future directions. *Human Resource Development Review*, *17*(2), 128-152.

Wolfson, M. A., Tannenbaum, S. I., Mathieu, J. E., Maynard, M. T. 2018. A cross-level investigation of informal field-based learning and performance improvements. *J. of App. Psych.*, *103:* 14-37.

Wolfson, M. A., Mathieu, J. E., Tannenbaum, S. I., & Maynard, M. T. (2019). Informal field-based learning and work design. Journal of Applied Psychology, 104(10), 1283–1295. <https://doi.org/10.1037/apl0000408>

*Deliberate Practice*

Ericsson, K. (2008). The influence of experience and deliberate practice on

the development of superior expert performance. Chapter 38.

Sonnentag, S. & Kleine, B.M. (2000). Deliberate practice at work: A study with insurance agents. Journal of Occupational and Organizational Psychology, *73*(1), 87-102.

McGaghie WC, Issenberg SB, Cohen ER, Barsuk JH, Wayne DB. Does simulation-based medical education with deliberate practice yield better results than traditional clinical education? a meta-analytic comparative review of the evidence. Acad Med. 2011;86(6):706-711

March 17 Individual Capabilities in Depth (9:10 – 10:00)

March 22 Learning Evaluation (Guest: Dr. Eric Surface) (Class Time 9:10–12:00)

Ford, Chapters 6

Kraiger, K. (2002). Decision-based evaluation. In K. Kraiger & Associates (Eds.). Creating, implementing, and managing effective training and development. San Francisco: Jossey-Bass.

Brown, & Gerhardt, M. (2002). Formative evaluation: An integrative practice model and case study. Personnel Psychology, 55, 951-983.

Kraiger, K. & Surface, E. (2003). Beyond levels: Building value using learning and development data. Training Industry Magazine

Surface, A.E., Kraiger, K. 2018. Two fundamental questions L&D stakeholders should answer to improve learning. *Train. Industry Mag., 12(6)*: 36-38.

Surface, E. & Harman, R. (2019). Improving Instructor Impact on Learning with Analytics

March 29 Team Learning (9:10 – 11:00)

Ford, Chapter 9

*Multilevel Effects*

Mathieu, J., & Tesluk, P. (2010). A multilevel perspective on training and team

development effectiveness. In S. Kozlowski & E. Salas (eds.). Learning,

training and development in organizations.

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

Han, T. Y., & Williams, K. J. (2008). Multilevel investigation of adaptive performance: Individual-and team-level relationships. *Group & Organization Management*, *33*(6), 657-684.

*Training Approaches*

Hughes, A., Gregory, M., Joseph, D. et al (2016). Saving lives: A meta-analysis of team training in healthcare. Journal of Applied Psychology, 101, 1266-1304

Marks, M., Sabella, M., Burke, C., & Zaccaro, S. (2002). The impact of cross training on team effectiveness. Journal of Applied Psychology, 87, 3-13.

O'Dea, A., O'Connor, P., & Keogh, I. (2014). A meta-analysis of the effectiveness of crew resource management training in acute care domains. *Postgraduate medical journal*, 90(1070), 699-708. doi.org/10.1136/postgradmedj-2014-132800

*Team Pre and Post Briefs*

Tannenbaum, S., & Cerasoli, C. (2013). Do team and individual debriefs enhance performance: A meta-analysis. Human Factors.

Eppich, W., & Cheng, A. (2015). Promoting Excellence and Reflective Learning in Simulation (PEARLS): development and rationale for a blended approach to health care simulation debriefing. *Simulation in Healthcare*, *10*(2), 106-115.

Weld, L. R., Stringer, M. T., Ebertowski, J. S., Baumgartner, T. S., Kasprenski, M. C., Kelley, J. C., ... & Novak, T. E. (2016). TeamSTEPPS improves operating room efficiency and patient safety. *American journal of medical quality*, 31(5), 408-414. doi.org/10.1177/1062860615583671

March 31 Team Learning in Depth (9:10 – 10:00)

April 05 Developing Leaders (9:10 – 11:00)

Ford, Chapter 10 (pp. 265- 282)

*Work experience:*

Seibert, S., Sargent, L., Kraimer, M. & Kiazad, K. (2017). Linking developmental experiences to leader effectiveness and promotability. Personnel Psychology, 70, 357-397.

Courtright, S., Colbert, A., & Choi, D. (2014). Fired up or burned out? How developmental challenges differentially impacts leader behavior, JAP, 99, 681-696.

Dragoni, L, & Park, H., et al (2014). Show and tell: How supervisors facilitate leader development among transitioning leaders. JAP, 99, 66-86.

*Coaching*

Dahling, J., Richie-Taylor, S., Chau, S., & Dwight, S. Does coaching matter? A multilevel model linking managerial coaching skill and frequency to sales goals attainment. Personnel Psychology, 69, 863-894.

Kraiger, K., Finkelstein, L. M., Varghese, L. S. 2019. Enacting effective mentoring behaviors: Development and initial investigation of the cuboid of mentoring. *J. of Bus. Psych.*, *34:* 403-424.

Grant, A. M. (2014). The efficacy of executive coaching in times of organizational change. *Journal of Change Management*, *14*(2), 258-280.

*Effectiveness*

Beer, M., Finstrom, M., & Schrader, D. (2016). Why leadership training fails – and what to do about it (The great training robbery). Harvard Business Review.

Lacenza, C., Reyes, D., Marlow, S. et al (2017). Leadership training design, delivery, and implementation: A meta-analysis. Journal of Applied Psychology

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

104-121.

April 07 Leadership in Depth (9:10 – 10:00)

April 12 Organizational Learning and Societal Issues (9:10 – 12:00)

Ford, Chapter 10 282-292; Chapter 11

*Global Leadership*

Pless, N. M., Maak, T., & Stahl, G. K. (2011). Developing responsible global leaders through international service-learning programs: The Ulysses experience. *Academy of management learning & education*, 10(2), 237-260. doi.org/10.5465/amle.10.2.zqr237

*Organizational Learning*; -

Marsick, V. & Watkins, K. (2003). Demonstrating the value of an organization’s learning culture. Advances in Developing Human Resources, 5, 132-151.

*Training the Unemployed*

Liu, S., Huang, J., & Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. Psychological Bulletin, 140, 1-33

*Diversity Initiatives*

Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation.*Psychological Bulletin, 142*(11), 1227-1274.

Presentations on Translational Practice Paper

April 19 Translational Science/Course Recap (9:10 – 12:00)

Salas, E., Tannenbaum, S., Kraiger, K., & Smith-Jentsch (2012). The science of training and development in organizations: What matters in practice. APS in the Public Interest.

Baldwin, T., Ford, J.K., & Blume, B. (2017). The state of transfer of training research: Moving toward more consumer centric inquiry. Human Resources and Development Quarterly, 28, 17-28.

McGaghie, W. C. (2010). Medical education research as translational science. *Science Translational Medicine*, *2*(19), 19cm8-19cm8.

Presentations on Translational Practice Paper

April 26 Final Day 9:10 – 11:10

Presentations on Translational Practice Papers

Discussion of Learning Project