2018

Zero Textbook Cost Syllabus for PSY 4185 (Psychology of Training and Development)

Michael Covell
CUNY Bernard M Baruch College

! *This page includes standard info BUT pages 2 thru the end should be referred to throughout the semester.*

INSTRUCTOR: Michael Covell
Office Hours: Thursday 4:30 – 6:30 (see me for room number)
E-mail:

I. COURSE DESCRIPTION:

▷   This course is designed to provide students with an understanding of training and development as a tool for improving organizational performance. Topics include (a) understanding the components of a needs analysis; (b) designing training programs to capitalize on our current understanding of how adults learn; (c) understanding training and development within the context of modern workplace; and (d) understanding how to evaluate the utility of training and development interventions.

▷   Students cannot receive credit for both PSY 4185 and MGT 4430. It may be used as an elective within the psychology major, as a capstone course for the psychology minor, or as a general elective for the BA, BBA, or BS degrees. Prerequisite: PSY 1001 and PSY 3181, or by permission.

II. LEARNING GOALS

Primary
1.   Determine how training can help organizations gain a strategic advantage.
2.   Conduct a needs assessment to determine whether and what kind of training is necessary.
3.   Evaluate and create conditions to ensure employees' readiness for training.
4.   Determine the strengths and weaknesses of training delivery methods.
5.   Select appropriate training methods based on training objectives, trainee characteristics, and organizational constraints.
6.   Design a training environment to maximize learning.
7.   Choose appropriate training outcomes and evaluation design to assess training program effectiveness.
8.   Develop writing, analysis, and organization skills through writing and presentation assignments

Secondary
9.   Understand how assessment, relationships, courses, and job experiences contribute to development.
10. Propose activities that companies should engage in to effectively manage a diverse workforce.
11. Understand how to prepare employees for international job assignments.
12. Understand the employee socialization process.
13. Understand the issues that employees experience in their career development and what companies can do to help them deal with these issues.

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IV. EXPECTATIONS:

1) *Class Format.* You can expect one presentations and three exams. You may be asked questions during class. In the interest of generating discussion, I may use examples involving provocative subjects such as drugs, sex, psychopathy, and criminal behavior.

2) *Class Emails.* I send out class emails through blackboard to notify students about upcoming changes and provide reminders. Please read ALL of the text in my emails. If you are not connected through blackboard or do not receive my emails, you must contact the help desk [646-312-1010].

3) *Pet Peeves.*

   a. Do not have side conversations. I cannot ignore it.

   b. Do not sleep in class. I can't ignore this either. If you're falling asleep, take a break.

   c. If you need to leave class early, let me know in advance.

   d. Don't seek sympathy from me after you violate the terms of this syllabus. If you do violate the terms of this syllabus, you can drop the class without a W before 2-16, with a W before 4-16.

4) *Reminders.* <u>I do not promise</u> to remind you about the content presented here or any assignments.

   <u>Don't be fooled</u> by my nonchalant demeanor; I am ***<u>callously</u>*** unforgiving toward students who neglect assignments or submit them late. This is the ONLY handout you will receive all semester! You MUST review it throughout the semester. You do not have a special memory that allows you to not do this.

5) *Again.* You cannot blame me for forgetting the information presented in this syllabus. You have it now but you will not remember it all after today. You need to refer to the syllabus throughout the semester.

6) *GPA Warning.* If you want to get an A in this class, you need to nail the exams. Like, if you want an A in the class, you can't get a B- on each exam because of how heavily they are weighted in your final grade calculation.

7) *Study Warning.* If you are unsure of how to study, SPEAK UP ASAP. I can help you.

III. BASES FOR GRADING:

▸ *Exams.* There will be three matching exams (57% cumulatively) with (probably) 20-30 questions per exam based on material covered in lectures (i.e., about 3-4 PowerPoints per exam). You need to study in order to do well on the exam. You should begin studying for the exam immediately. Study for the exams between classes. Put in 15 minutes of studying per day. If you are uncertain how to study, come see me and read *What Works, What doesn't* (posted on blackboard). Do not rely on recognition memory.

- o You will only have 2 hours (from the time I arrive) to complete each exam so don't be late.
- o If I am late to the exam, you have to wait for me (for up to 1 hour).
- o No make-up exams will be offered.
- o Obviously, you are not allowed to cheat on an exam. You are ALSO NOT allowed to look at other students' exams. If you do this, I will give you an F for the semester and report you to the dean.

▸ *Group Presentation and Outline.* Students will choose one group number (1 thru 9) from the presentation schedule (see below). You must sign up in order to receive credit. Write down the names of your partners.

- o To find your group members, get their names from the signup sheet and email them through blackboard by clicking on "Tools" on the left side of the home page, "Send Email" on the bottom right of the next screen, and then "Select Users" on the next screen.
- o Select a topic related to training or development. To focus your presentation, I prefer you focus on a single empirical research study. <u>Do not present pop psychology or content from non-academic sources</u>. Students who present content from non-academic sources will not receive full credit. Two search engines in which you can search databases of academic sources are
  - ▪ EBSCO: Sign in through library website, click *Databases*, click *academic search complete*, *choose databases* (check PSYCinfo, PSYCarticles, socindex, business source complete)
  - ▪ Google Scholar: Sign in through library website, click *Databases*, find and click *Google Scholar*, bookmark the page for quick access.
- o If presenting a study, make sure you present the relevant theoretical background, the hypotheses you are covering, conceptual definitions of the variables referred to in the hypotheses, operational definitions of the variables (have survey items available for Q&A), the procedure, and the findings. Don't worry about presenting participant characteristics. If you feel confused by the results section of an article, results should be presented more readably in the discussion section.
- o <u>DO NOT include details in your presentation that you do not understand</u>
- o Presentations may be 10 minutes in length. If you run longer, I may cut you off. You will not have time to cover everything related to your topic. Follow the guidelines and keep it simple.
- o You must post an outline of your presentation in the Presentation Forum as a new thread on Blackboard 1 week prior to your presentation date. Your outline should briefly state the main ~3-5 ideas in your presentation. If you don't do this, I will reduce each group members' group presentation grade by 10 points (out of 100). Post your presentation materials on the same thread after your presentation.
- o See "Dos and Don'ts of Student Presentations" on Blackboard for additional guidelines.

▸ *Writing Assignments.* 3 writing assignments (600 word minimum) will be based on assigned readings and written in *essay format*. A fourth writing assignment may be completed for extra credit (half the value of a required writing assignment). The readings will take 5 or more hours to read – so be mentally prepared for that. Each reading will be posted on blackboard as an "assignment" one week before its due date. You will not receive reminders for due dates and no late assignments will be accepted so <u>put reminders in your phone now</u>. Here are the due dates:

2-15	Gully, Payne, Koles, & Whiteman (2002)
3-8	Neck & Manz, 1996
3-22	Werner et al., 1994
4-26	<u>Aguinis, 2007</u>

- To receive full credit:
  1. You must demonstrate knowledge from, mastery of and make references to the reading.
  2. Explain ideas in your own words.
  3. You may give your personal opinion, personal reflections, thoughts or references to personal experiences – however, see #1.
- FORMATTING INSTRUCTIONS: double-space with 1-inch margins, Times New Roman, 12-point font, use paragraphs, INDENT paragraphs, do not add an extra space between paragraphs, and remove extra spacing included by the default settings in Microsoft Word by going to "line spacing options," setting "Before" and "After" to 0, and "Line spacing" to "double." Submit essay as a Microsoft Word document (no pdfs). You will receive a **25% penalty** (per essay) for these violations.
- QUOTING: Do not quote entire sentences. Do not quote more than once in a single essay. You will receive a **25% penalty** (per essay) for either of these violations.
- <u>Submit your essay through blackboard</u>. To do this, click on the title of the assignment, scroll down to the bottom of the page and click the "Browse My Computer" button to upload a Microsoft Word document containing your completed assignment. Submissions not made through blackboard may not be reviewed. However, if you experience a technical problem when attempting to upload your assignment (e.g., you uploaded the wrong version of your document), just email me with a note about the problem.
  o Due to software limitations, you will not be able to resubmit a revised version of your essay after the first submission.
  o To view grades, you can click on the "Home" tab in the upper left corner of the screen and then "My Grades" below that.
▸ *Attendance.* Please ask questions. Even if you understand everything, ask questions. Student participation makes the class more engaging for everyone – especially you. This is where you can truly

impact the quality of the course. Consistent with Baruch attendance policy, students who are absent for 5 or more classes (regardless of whether they are 'excused' absences) will receive a WU (F) grade.

Assessment Breakdown

Exams	57%
Writing assignments	24%
Presentation & Outline	14%
Attendance	5%
Total	**100%**

Grading Scale

	%		*%*
A	93.0	C+	77.1
A-	90.0	C	73.0
B+	87.1	C-	70.0
B	83.0	D+	67.1
B-	80.0	D	60.0
		F	< 60.0

IV. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

- o Students requiring accommodations to course procedures must discuss these with me ASAP. You will need to present documentation from the Office of Service for Students with Disabilities.

V. PLAGARISM AND CHEATING:

- o It is your responsibility to know what constitutes plagiarism. Consult Baruch's webpage on Academic Honesty at http://www.baruch.cuny.edu/academic/academic_honesty.html
- o There is a difference between referencing ideas/arguments/information and copying text from other sources. Even if you provide a citation, copying text (even with some rearrangement of words) is plagiarism. This is totally obvious to most people. If you happen to fall in the minority of people to whom this is not obvious, see me for clarification.
- o If you plagiarize or cheat, I will give you an F for the course and report you to the dean.

Presentation Schedule

Group	Date	*Optional* Topics**
1	2-9	
2	2-16	
3	2-23	
4	3-9	
5	3-16	
6	3-23	
7	4-27	
8	5-4	
9	5-11	

*Your presentation MUST be grounded in the academic literature.
*Possible topics include student learning, social learning theory (self-efficacy), goal theories (e.g., goal-setting theory), feedback in training, leadership training, managing diversity, conflict management, coaching, socialization training, organizational development and change

Tentative Class Schedule

Date	Chapters*	Agenda
2-2		Syllabus & Intro
2-9	1-2	The Role of Training in HR
2-16	3	Needs Assessment 1
2-23	3	Needs Assessment 2
3-2		**Exam 1**
3-9	4-5	Learning & Transfer
3-16		Training Motivation 1
3-23		Training Motivation 2
3-30		Spring Recess
4-6		Spring Recess
4-13		**Exam 2**
4-20		NO CLASS
4-27	7	Training Delivery Methods
5-4	6	Evaluation
5-11	9	Development
5-18		**Exam 3**

*Chapters correspond only vaguely to lecture topics. At least half of the course is based on other sources.
*See above for writing assignment due dates