The Cambridge Handbook of Workplace Training and Employee Development

With comprehensive coverage of topics related to learning, training, and development, this volume is a must-have resource for industrial-organizational psychologists, human resource management scholars, and adult education specialists. Brown provides a forward-looking exploration of the current research on workplace training, employee development, and organizational learning from the primary point of view of industrial-organizational psychology. Each chapter discusses current practices, recent research, and, importantly, the gaps between the two. In analyzing these aspects of the topic, contributing authors present both the valuable knowledge available and show the opportunities for further study and practice.

Kenneth G. Brown is Ralph L. Sheets Professor of Management and Associate Dean of the Tippie College of Business at The University of Iowa. He is a fellow at the Society of Industrial and Organizational Psychology, the Association of Psychological Science, and the American Psychological Association. He is also a former Fulbright Fellow at Seoul National University in South Korea and former editor of Academy of Management Learning and Education.
The Cambridge Handbook of Workplace Training and Employee Development

Edited by
Kenneth G. Brown
University of Iowa
This volume is dedicated to the life and work of
Irv Goldstein who helped so many of us on our academic journeys.
Contents

List of Figures
List of Tables
List of Contributors
Preface

1 Introduction and Overview: Now More Than Ever
KENNETH G. BROWN

Part I. Fundamental Issues in Learning and Transfer

2 Cognitive and Neural Foundations of Learning
KURT KRAIGER AND VICTORIA P. MATTINGLY

3 Facilitating the Development of Expertise: An Individual to Organizational Perspective
ALENA D. MARAND AND RAYMOND A. NOE

4 Understanding Training Transfer from the Adaptive Performance Perspective
JASON L. HUANG, SHAN RAN, AND BRIAN D. BLUME

5 The Psychology of Learner Control in Training: A Multilevel, Interactionist Framework
GARETT N. HOWARDSON, KARIN A. ORVIS, SANDRA L. FISHER, AND MICHAEL E. WASSERMAN

Part II. Understanding the Learner

6 The Role of Abilities in Learning and Training Performance
MARGARET E. BEIER, ANTON J. VILLADO, AND JASON G. RANDALL

7 Taking Charge of Your Own Learning: Self-Regulation in Training
JOHN J. DONOVAN AND JESSICA M. NICKLIN
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Genuine and Perceived Demographic Differences in Training and Development</td>
</tr>
</tbody>
</table>
TRACY C. McCausland AND EDEN B. KING |
| Part III. Designing the Intervention |
| 9 Enhancing Training Transfer by Promoting Accountability in Different Work Contexts: An Integrative Framework | 
MICHAEL J. Tews AND LISA A. BurKE-SMALLEY |
| 10 Building Deep Specialization through Intentional Learning Activities | 
J. Kevin Ford, Jessica M. Webb, AND Morgan Showler |
| 11 The Science and Practice of Simulation-Based Training in Organizations | 
Shannon L. Marlow, Christina N. Lacerenza, Denise Reyes, and Eduardo Salas |
| 12 Augmented Reality Systems in Training | 
Joseph R. Keebler, Brady S. Patzer, Travis J. Wiltshire, AND Stephen M. Fiore |
| 13 One (Lesson) for the Road? What We Know (and Don’t Know) about Mobile Learning | 
Michael E. Wasserman AND Sandra L. Fisher |
| 14 Time and Thinking: An Alternative to Traditional Learning and Development Activities | 
Gillian B. Yeo AND Sharon K. Parker |
| 15 Developing Latino Talent | 
Miguel A. Quiñones |
| Part IV. Special Topics |
| 16 Training and Development in Small and Medium Enterprises | 
Melissa S. Cardon AND Stephen D. ValentIN |
| 17 Team Training: Knowing Much, but Needing to Know Much More | 
Erich C. DiErdorff AND J. Kemp Ellington |
| 18 Developing Cultural Intelligence | 
Jana L. raVer AND Linn Van Dyne |
| 19 Implications of Positive Organizational Behavior and Psychological Capital for Learning and Training Effectiveness | 
Alan M. Saks AND Jamie A. Gruman |
<table>
<thead>
<tr>
<th>Contents</th>
<th>ix</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Rings of Fire: Training for Systems Thinking and Broadened Impact</td>
</tr>
<tr>
<td>ANDERS DYSVIK, ARNE CARLSEN, AND MIHA ŠKERLAVAJ</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Rockstar vs. Ringmaster: Balancing Complementary Teaching Roles to Develop Management Skills</td>
</tr>
<tr>
<td>PETER A. HESLIN, GEOFF MORRIMORE, AND LAUREN A. KEATING</td>
<td></td>
</tr>
<tr>
<td>Part V. Workplace Learning from Other Lenses</td>
<td></td>
</tr>
<tr>
<td>JON M. WERNER</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Strategic Training and Development and Their Role in Shaping Competitive Advantage</td>
</tr>
<tr>
<td>LYNN A. MCFARLAND AND ROBERT E. PLOYHART</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Hospitality Training Research: A Review and Implications for Future Research</td>
</tr>
<tr>
<td>J. BRUCE TRACEY</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Informal Learning</td>
</tr>
<tr>
<td>SAUL CARLINER</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>An Operations Management Perspective on Employee Training and Workforce Planning</td>
</tr>
<tr>
<td>BARRETT W. THOMAS, MIKE HEWITT, AND SCOTT E. GRASMAN</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Workplace Training from the Sociological Perspective</td>
</tr>
<tr>
<td>DAVID B. BILLS AND HERMAN VAN DE WERFHERST</td>
<td></td>
</tr>
<tr>
<td>Index</td>
<td>645</td>
</tr>
</tbody>
</table>
Figures

3.1 A Multilevel Model of the Emergence of Organizational Expertise  page 63
5.1 A Multilevel Framework of the Learner-Control Phenomenon  101
6.1 Illustration of the CHC Theory of Intelligence  125
7.1 Cycle of Self-Regulation  149
7.2 Illustration of Self-Regulation Goal Hierarchy  151
7.3 Self-Efficacy and Training Effects  155
7.4 Multilevel Conceptualization and Operationalization of the Goal Orientation Construct  163
9.1 Accountability Mechanisms Driving Training Transfer  206
11.1 Adapted System-Based Approach to Developing Simulation-Based Training  260
12.1 Adapted Version of Milgram’s (1994) Reality-Virtuality Continuum  279
12.2 Adapted Version of Benford’s (1998) Classes of Shared Space in Mixed Reality  280
12.3 Example of the mARble System Visualization from von Jan et al. (2012)  284
12.4 Mirracle System from Blum et al. (2012)  284
14.1 Heuristic Model of Time and Thinking  319
19.1 A Psychological Capital Model of the Training and Development Process  455
20.1 Training for Systems Thinking Along Three Realms to Broaden Impact  472
21.1 Prototypical Rockstar and Ringmaster Teaching Roles  500
22.1 Plot of Selected Topic Comparisons for JAP and HRDQ, by Article Count  536
23.1 Broad Typology of Human Capital Resources Based on Ployhart and Moliterno (2011)  550
23.2 Model Predicting Strategic Human Capital  553
24.1 The Service-Profit Chain  576
26.1 Example of Two-Skill Chaining for Six Workers and Six Tasks  610
26.2 Mathematical Programming Formulation for Workforce Allocation  611
26.3 Example of Two Different Production Processes  612
26.4 Three Parameter Exponential Learning Curve  613
26.5 Common Models of Productivity as a Function of Experience  614
26.6 Example of a Piecewise-Linear Approximation of a Learning Curve  615
Tables

2.1 Designing Effective Learning Environments by Applying Cognitive and Neural Science to Training Design and Delivery  
4.1 Summary and Categorization of Studies with Anticipated and Unforeseen Changes  
6.1 Recommendations for Future Research and Training Design on Ability Effects in Training and Learning  
7.1 Survey of Training Professionals (n = 15)  
7.2 Recommendations for Encouraging Self-Regulated Learning in Training Contexts  
9.1 Stakeholder Accountability Mechanisms for Transfer  
9.3 Transfer Conditions for Supervised Closed Skills  
9.4 Transfer Conditions for Autonomous Closed Skills  
9.5 Transfer Conditions for Autonomous Open Skills  
9.6 Transfer Conditions for Supervised Open Skills  
10.1 Heuristic Model of Development towards Deep Specialization  
11.1 Simulation-Based Training Features Integral to Success  
11.2 Best Practices for Designing Systematic SBT Programs  
13.1 Mobile Learning in the Instructional Design Cycle  
15.1 Competencies Targeted by CEDP  
15.2 CEPD Instructional Phases and Modules  
17.1 Examples of Team Training Outcomes  
17.2 Examples of Team Training Tactics  
17.3 Summary of Areas for Future Team Training Research  
18.1 Summary of the Research Evidence on Developing Cultural Intelligence  
19.1 Strategies for Developing Trainees’ Psychological Capital  
20.1 A Framework for Systems Thinking Training  
22.1 Dominant Themes in Early Annual Review of Psychology Chapters  
22.2 Members of the HRD Scholar Hall of Fame  
22.3 “Top 21” HRD Scholars, by Ten-Year Count, in Four AHRD Journals  
22.4 Current HRDQ Editors and Board Members Published in Journal of Applied Psychology or Personnel Psychology
<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.5</td>
<td>Training and HRD Articles in the <em>International Review of Industrial and Organizational Psychology</em>, 2005–2014, by Year</td>
<td>532</td>
</tr>
<tr>
<td>22.6</td>
<td>Major Topics and Counts in HRDQ from 2005 to 2014 (N = 261)</td>
<td>533</td>
</tr>
<tr>
<td>22.7</td>
<td>Major Topics and Counts in JAP, PP, and HRDQ, 2005–2014</td>
<td>534</td>
</tr>
<tr>
<td>24.1</td>
<td>Hospitality-Specific Training Articles Published Since 1995</td>
<td>569</td>
</tr>
<tr>
<td>25.1</td>
<td>Work Processes with Learning as a By-Product</td>
<td>589</td>
</tr>
<tr>
<td>25.2</td>
<td>Learning Activities or Processes Embedded in Work Activities</td>
<td>591</td>
</tr>
<tr>
<td>25.3</td>
<td>Learning Processes at or Near Workplace Processes</td>
<td>593</td>
</tr>
</tbody>
</table>
Contributors

Editor

KENNETH G. BROWN is Ralph L. Sheets Professor of Management, Associate Dean of the Tippie College of Business, and professor by courtesy appointment of Educational Policy and Leadership Studies, College of Education, University of Iowa. He is a former Fulbright Specialist at Seoul National University, and has been a visiting professor at Deakin and Monash Universities in Australia.

The Contributors

MARGARET E. BEIER is Associate Professor of Industrial-Organizational Psychology at Rice University.

DAVID B. BILLS is Professor, Emma E. Holmes Faculty Research Fellow, Chair of the Department of Educational Policy and Leadership Studies, professor by courtesy appointment of Sociology, and Faculty Affiliate of the Public Policy Center, University of Iowa.

BRIAN D. BLUME is Professor of Organizational Behavior and HR Management and Interim Associate Director of the Hagerman Center for Entrepreneurship and Innovation, University of Michigan-Flint.

LISA A. BURKE-SMALLEY is Guerry Professor of Management at the University of Tennessee Chattanooga College of Business.

MELISSA S. CARDON is Distinguished Professor of Management and Co-Director of the Faculty Center for Innovative Teaching and Professional Development at Pace University.

SAUL CARLINER is Professor and Interim Chair in the Department of Education at Concordia University in Montreal.

ARNE CARLSEN is Professor in the Department of Leadership and Organizational Behavior at BI Norwegian Business School.

ERICH C. DIERDORFF is Associate Professor of Management in the Driehaus College of Business, DePaul University in Chicago.
JOHN J. DONOVAN is Associate Professor and Director of the Executive MBA Program at Rider University.

ANDERS DYSVIK is Professor in the Department of Leadership and Organizational Behavior at BI Norwegian Business School

J. KEMP ELLINGTON is Assistant Professor of Management in the Walker College of Business at Appalachian State University.

STEPHEN M. FIORE is Professor of Cognitive Sciences, faculty member in the Institute for Simulation and Training, and Director of the Cognitive Sciences Laboratory at the University of Central Florida.

SANDRA L. FISHER is Associate Professor of Consumer and Organizational Studies at Clarkson University.

J. KEVIN FORD is Professor and Associate Chairperson of the Department of Psychology, Michigan State University.

SCOTT E. GRASMAN is Professor and Department Head of Industrial and Systems Engineering, Rochester Institute of Technology. He has been a visiting scholar at University of Navarre and Universitat Oberta de Catalunya, Spain.

JAMIE A. GRUMAN is Associate Professor and Graduate Coordinator of the Organizational Leadership Stream, University of Guelph.

PETER A. HESLIN is an Associate Professor of Management at the University of New South Wales Australia Business School, Academic Fellow of Warrane College and PCI Media Impact, and former Chair of the Academy of Management Careers Division.

MIKE HEWITT is Associate Professor in the Quinlan School of Business, Loyola University Chicago.

GARETT N. HOWARDSON is Founder, CEO, and Principle Work Scientist of Tuple Work Science, Limited. He also serves as an adjunct professor for both George Washington University and Hofstra University.

JASON L. HUANG is Assistant Professor in the School of Human Resources and Labor Relations, Michigan State University.

LAUREN A. KEATING is a doctoral student at the University of New South Wales Australia Business School.

JOSEPH R. KEEBLER is Assistant Professor of Human Factors, Embry-Riddle Aeronautical University.

EDEN B. KING is Associate Professor of Industrial/Organizational Psychology, George Mason University.

KURT KRAIGER is Professor of Industrial/Organizational Psychology, Colorado State University. He is the former president of the Society of Industrial and Organizational Psychology.
CHRISTINA N. LACERENZA is a doctoral candidate in Industrial/Organizational Psychology at Rice University.

ALENA D. MARAND is an Education Analyst for the Vermont Agency of Education and a Research Assistant at the University of Maryland College Park.

SHANNON L. MARLOW is a doctoral candidate in Industrial/Organizational Psychology at Rice University.

VICTORIA P. MATTINGLY is a doctoral candidate in psychology at Colorado State University. She also serves as a talent assessment intern at Amazon.

TRACY C. MCCAUSLAND is Associate Behavioral Scientist at RAND Corporation. Previously, she worked at Booz Allen Hamilton and the Office of Personnel Management.

LYNN A. MCFARLAND is Clinical Associate Professor at the Darla Moore School of Business, University of South Carolina. She is also president and cofounder of Human Capital Solutions, Inc.

GEOFF MORTIMORE is Visiting Fellow, Centre for Higher Education, Learning and Teaching, Australian National University and a Course Leader and Instructor at the Australian Graduate School of Management, University of New South Wales.

JESSICA M. NICKLIN is Associate Professor, Associate Dean of Student Services, and Director of the Online Master’s Program in Organizational Psychology, University of Hartford.

RAYMOND A. NOE is the Robert and Anne Hoyt Designated Professor of Management and Human Resources at the Ohio State University.

KARIN A. ORVIS is the Director, Transition to Veterans Program Office within the Department of Defense.

SHARON K. PARKER an ARC Laureate Fellow, a Professor of Organisational Behaviour at the UWA Business School, University of Western Australia and an honorary professor at the University of Sheffield where she was previously Director at the Institute of Work Psychology.

BRADY S. PATZER is a doctoral student in Human Factors at the Wichita State University Department of Psychology.

ROBERT E. PLOYHART is the Bank of America Professor of Business Administration and a Moore Research Fellow in the Management Department of the Darla Moore School of Business at the University of South Carolina.

MIGUEL A. QUIÑONES is Department Chair and O. Paul Corley Chair in Organizational Behavior at the Cox School of Business, Southern Methodist University. He served as a Fulbright scholar and visiting professor at Pontificia Universidad Catolica in Chile, Singapore Management University, and the IE Business School in Spain.
Contributors

SHAN RAN is a doctoral student in Industrial/Organizational Psychology, Wayne State University.

JASON G. RANDALL is Assistant Professor of Psychology, University at SUNY, Albany.

JANA L. RAYER is Associate Professor and E. Marie Shantz Fellow in Organizational Behavior at the Stephen J. R. Smith School of Business. She is also appointed in the Department of Psychology at Queen’s University in Canada.

DENISE REYES is a doctoral student in Industrial/Organizational Psychology at Rice University.

ALAN M. SAKS is Professor of Organizational Behavior and HR Management, Center for Industrial Relations and Human Resources, University of Toronto.

EDUARDO SALAS is Professor and Allyn R. and Gladys M. Cline Chair of Psychology at Rice University. He is a former president of the Society of Industrial and Organizational Psychology and former chairman of the Human Factors and Ergonomics Society.

JESSICA M. WEBB is a doctoral student in Psychology, Michigan State University.

MORGAN SHOWLER is a doctoral student in Psychology, Michigan State University.

MIHA ŠKERLAVAJ is Professor in the Department of Leadership and Organizational Behaviour, at BI Norwegian Business School. He is also Adjunct Associate Professor of Management at Ljubljana, Faculty of Economics in Slovenia.

MICHAEL J. TEWS is Associate Professor of Hospitality Management in the College of Health and Human Development, Penn State.

BARRETT W. THOMAS is Associate Professor and Gary C. Fethke Research Fellow in the Tippie College of Business, University of Iowa. He is currently President of the INFORMS Transportation and Logistics Society.

J. BRUCE TRACEY is Professor and Associate Dean for Academic Affairs in the School of Hotel Administration, Cornell University.

HERMAN VAN DE WERFHorST is Professor of Sociology and Director of the Amsterdam Centre for Inequality Studies, University of Amsterdam.

LINN VAN DYNE is Professor of Management, Eli Broad Graduate School of Management, Michigan State University.

STEPHEN D. VALENTIN is the Assistant Director of Lubin Programs and Services for Career Services at Pace University.
Contributors

ANTON J. VILLADO is the Chief People Officer of RestaurantOwner.com. Formally, he served as Assistant Professor of Industrial and Organizational Psychology at Rice University.

MICHAEL E. WASSERMAN is Associate Professor of Consumer and Organizational Studies, Clarkson University.

JON M. WERNER is Professor of Management at University of Wisconsin-Whitewater.

TRAVIS J. WILTSHIRE is a postdoctoral fellow at the University of Southern Denmark.

GILLIAN B. YEO is Associate Professor of Management and Organizations in the University of Western Australia Business School, and Honorary Associate Professor of Psychology in the University of Queensland.
Preface

The cover of this volume was selected purposefully to depict the contrast between an image of rural life in the United States in the early 1900s, captured by Grant Wood in his landscape paintings, and the world we live in today. Wood was an Iowa-born artist inspired by the Iowa farms where he grew up. He was also a critic of cities, publishing Revolt against the City in 1935, and a man known for wearing overalls and speaking with a Midwest nonaccent (although he was far more complicated, see Evans, 2010). Best known for his painting American Gothic, Grant’s art shown here is entitled Spring in Town. It was his last painting.

Spring in Town captures a time in the United States when many small rural communities thrived: life centered around church, people worked the land as part of day-to-day life, individualism was celebrated, and technologies in common use were clothespins, pitchforks, and push mowers as well as metal wagons and ladders. Although Wood finished the painting in 1942, the lifestyle immortalized in this painting (and many of his other works) is a mixture of romantic myth and turn-of-the-century reality.

The world today is quite different. Increases in urbanization, technology, work and career specialization (demanding continual collaboration), and demographic and cultural diversity have created lifestyles that intersect more with Ridley Scott’s vision than Grant Wood’s. In the movie Blade Runner (an adoption of Philip K. Dick’s Do Androids Dream of Electric Sheep), Scott portrays futuristic Los Angeles as simultaneously decaying and technologically advancing. Particularly interesting was the city language portrayed, which was a mix of Japanese, Spanish, German, and English. In the film, Chinese, French, and Korean words were also used (http://bladerunner.wikia.com/wiki/cityspeak). It is not hard to imagine a future where increased globalization results in the blending not just of language but also of cultural traditions and social mores. As a result, the world we live in today is socially and technologically complicated. And it is hard to imagine that the pace of change will slow in the years to come.

The ultimate focus of this book is learning – how people do it, how they could do it with greater effectiveness and efficiency, how organizations benefit from investing in learning, and so on. To me, learning is among the most critical topics for modern society to address. We must wrestle with how to help kids and adults adapt successfully to a complex world that, at times, we may not even
fully understand. There is so much we don’t know about the future except this one certainly – it will demand that we adapt to ever-changing social and technical landscapes.

Another thing that is clear to me is that no one can tackle this complex world alone; the romantic notion of the rugged individualist is fading even further into historical myth. To be successful, we require help from governments, companies, nonprofit organizations, technological resources, and other people including co-workers, managers, and teachers. And given this multilevel landscape, we will not keep pace without looking beyond one level, one perspective, or one field.

In the design of this book, I deliberately sought contributions from scholars with backgrounds in engineering, education, sociology, and economics as well as psychology. Although in the end I failed to obtain a chapter by a labor economist, the economic point of view nevertheless emerges in a few chapters. And I challenged authors to consider the increasingly complex, global landscape of learning as well as the many levels on which learning operates, beginning with the neurological. The authors took up these challenges, and the chapters offer many different views into the complex world of employee training and development. It is my hope that the chapters, taken together, are worthy of the challenges we face heading into the future.

References