Index

Academy of Human Resource Development (AHRD), 524, 527–30, 537
Academy of Management (AOM), 537
adaptive performance, 75–92
anticipated vs. unforeseen circumstances closed vs. open skills, 89
cognitive ability, 78–81
environment, 88
maximum vs. typical measurement contexts, 89–90
motivational traits, 82–84
personality, 81–82
proximal states, 84
training design, 84–87
attitudinal training, 91–92
conceptual relation to transfer, 76–78
definition, 76
post-training intervention, 91
adaptive thinking training, 243–44
after-action reviews, 245–46
American Psychological Association, 523
American Society for Training Directors (ASTD). See Association for Talent Development (ATD)
Association for Talent Development (ATD), 522, 523
attention, 30–32, 159
augmented reality (AR), 278–89, 299, 308
accelerated learning, 286–87
definition, 278–80
embedded training, 281
feedback, 281–82
human–machine system interaction, 287–88
medical uses, 282–86
social interaction, 288–89
tunneling effect, 285
automation, 1
behavioral change, 12–13
behavioral modeling training, 444, 458, 459, 460
Brunswik Symmetry, 129
business school teaching, 495–514
balancing roles, 507–12
competing commitments, 511
mindfulness, 510–11
positivity, 510
class size, 505–06
class time, 506
cultural context, 504
facilities, 505
‘guide’ role, 497–98
institutional context, 505, 511–12
lectures, 496–97
program culture, 505
quality, 514
relevance to professional trainers, 512–13
‘ringmaster’ role, 499, 501–02, 503–04, 508
‘rockstar’ role, 498–99, 501, 502, 503, 508
‘sage’ role, 498
student knowledge, 506–07
student openness, 506
Cattell-Horn-Carroll theory of ability, 125
codifiability of knowledge, 46
cognitive ability, 123–42, 442, 445
aptitude-by-treatment interaction, 134–35, 140, 141–42
crystallized intelligence, 126, 133
demographic differences, 177–78
domain knowledge, 126–27, 130–31, 133, 138–39
executive control, 133–34
fluid intelligence, 125–26, 130–31
general vs. specific ability, 127–30, 133, 138
group performance, 136
historical overview, 124–25
teamwork, 135–38, 140
training technologies, 140–41
cognitive frame-changing, 242–43
cognitive load, 235, 331
extraneous load, 20, 21–22, 23
germanc load, 20, 22
intrinsic load, 20
communication training, 391
competitive advantage, 41, 42–43, 44, 48, 55, 481, 545, 546, 547, 548, 549, 550, 551, 552–53, 556, 557, 558, 560
Index

conscientiousness, 53, 77, 78, 81, 82, 90, 104, 114–15, 164, 204, 211, 214, 312, 427, 445, 445, 446, 577
corporate responsibilities, 483
crystallized intelligence, 138
cultural intelligence (CQ), 407–33
cultural awareness training, 412
Cultural Intelligence Scale (CQS), 410, 423–24
culture of training participants, 432
culture shock, 411
didactic training, 412, 424
efficiency of training, 413–27, 430
expatriate vs. student studies, 431
experiential training, 412–13, 424, 429–30
individual differences, 426, 432
intercultural experience, 427–29
metacognitive, 409
motivational, 409
multinational teams, 425
parallel training methods, 431
psychological capital, 425
research design, 430–31
role-play training, 426
social learning theory, 413
transfer, 431–32
trigger events, 425–26
U-curve of adjustment, 411–12
Cultural Intelligence Center, 407
deep specialization. See expertise
deliberate performance, 239–40
demographic groups, 175–92
age, 177, 179–80, 184–85, 188, 191
cognitive ability, 177–78
disability, 178, 180, 185, 189
diversity training, 91
gender, 177, 179, 184, 187–88
goal orientation, 181
group-specific training, 191
obesity, 180, 186, 189
parental status, 178, 180, 185–86, 189
race, 177, 179, 184, 188
religion, 177, 180, 186, 189
self-efficacy, 178–81
stereotypes
definition, 182
tailored overcoming with tailored
training, 190–91
traineep internalization, 186–89
trainer prejudice, 182–86
design thinking, 475
developmental job assignments, 246–47
diversity training, 91, 413, 471, 568–69, 572, 639
for trainers, 190
effortful training, 23–26
e-learning, 99, 148, 164, 166, 238–39, 298–300, 443, 570, 573, 585
See also augmented
reality; mobile learning; simulation-based training
engagement, 14–20
cognitive vs. behavioral, 18
entrepreneurship education, 364
error management training, 27, 444, 457,
459–60, 578
ethics training, 91
Europe
effectiveness of training, 637
overall training levels, 634–35
specific-skill equilibrium, 636
unequal access to training
cumulative advantage, 635
gender, 635
evidence-based management, 475, 478
experiential learning, 475, 477
expertise, 228–48
adaptive
definition, 233–34
learning from work experience, 235–36,
244–47
training for, 241–44
developmental trajectory, 230–31
importance of, 228
performance indicators, 231–32
routine
definition, 233–34
learning from work experience, 235–36,
239–41
training for, 236–39
Explore oil company, 474, 478–79, 482–83, 484
feedback, 18, 19, 20, 24, 27, 47, 86, 88, 105, 149, 154, 155, 156, 157–58, 161, 165,
263, 443–44, 452, 475, 571, 572
augmented, 237
augmented reality (AR), 281–82
customer data, 576
Feedback Intervention Theory (FIT), 150,
158, 159
hospitality industry, 568, 572, 576
informal learning, 599
terminal vs. concurrent, 263
Five-Factor Model of personality, 81, 104, 114
fluid intelligence, 138
gamification, 168
generative processing. See meaningful training
German ‘dual system’ training, 627–28
goals, 85, 86, 87, 151, 152, 153, 155, 157, 160–61, 166–69, 444, 449, 463
goal hierarchy, 150–51
goal orientation, 155–57, 162–64, 169–70, 388–89, 443, 445, 451
demography, 181
goal-performance discrepancy (GPD), 149–50, 152, 153, 154, 156, 157, 158, 159, 167, 168
multiple goals, 159–60
psychological capital (PsyCap), 451–53, 456–58, 460
guided discovery learning, 241–42
Hispanic Americans, 345–57
Corporate Executive Development Program (CEDP), 352–56
corporate underadvancement, 346–47
improving career development, 350–51, 357
improving recruitment selection criteria, 349
strategies, 349
inadequate mentoring, 347–48, 350
misleading cultural traits, 348
negative employer bias, 347, 349, 350, 356
population growth, 346
social media use, 348, 349
hospitality industry, 566–79
diversity training, 572
e-learning, 570, 573
employee satisfaction, 570
employee turnover, 577–78
error management training, 578
evaluation of training, 571–72, 574
feedback, 568, 571, 576
flexible human resource development, 578–79
individual differences, 568–69, 573, 574
informal learning, 570, 573, 577–78
mystery shoppers, 568, 577
needs assessment, 568–69, 572, 574
service-profit chain (SPC), 575–76
transfer, 571, 573–74, 577
human capital theory, 551, 553, 626, 633, 637
Human Information Processor, 12
human resources development (HRD)
flexible systems, 578–79
history, 523–24, 525
knowledge, skills, abilities, and other characteristics (KSAOs), 549, 550, 551, 552, 554
mediated effects of training, 551–53
migration to business schools, 537
professional organizations, 527–28
prospects for co-operation with industrial and organizational psychology, 535–39
research overlap with industrial and organizational psychology, 528–35
talent strategy, 549, 551
cultural differences, 558–59
evaluation of training, 557–58
implicit vs. explicit, 559
needs assessment, 554–56
re-evaluation of training, 558
senior vs. junior roles, 559
transfer methods, 557
transfer, 556–57
types of human capital, 550–51
learning curve calculations, 616
industrial and organizational psychology history, 524–26
migration to business schools, 536–37
professional organizations, 527
prospects for co-operation with human resources development (HRD), 535–39
research overlap with human resources development (HRD), 528–35
informal learning, 585–602
affective domain, 596
confidence, 599
definition, 586–88, 602
economic rationale, 586
e-learning, 585
evaluation, 600–01
extent of participation, 596–97
feedback, 599
hospitality industry, 570, 573, 577–78
individual development, 52–53
learning as by-product, 588
learning embedded in work, 588
learning materials, 599
management attitudes, 599–600
methodological research problems, 590–94, 601–02
mobile learning, 311
organizational climate, 598–99
self-study skills, 598
70–20–10 proposition, 594–95, 601
tacit vs. explicit knowledge, 598
tenure, 595–96
transfer facilitation, 586
triggers framework, 595
workplace preparation, 585
in-job training vs. VET sector, 635–37
interleaving, 24–25
learner control, 98–115
genral psychology of control, 100–02
individual control motives, 104–06, 114–15
perceived control, 102–04
interactionism, 99
Index

learner control (cont.)
situational
  actual control, 107–08
  contextual control, 108–11, 115
learning
definition, 13–14
Massive Open Online Courses, 141
meaningful training, 20–23
meta-cognition, 27
microfoundations, 49–50
mindfulness, 303–04, 326–28, 510–11
mind-wandering, 324–26
mobile learning, 293–313
accessibility, 300
competence with devices, 305–06
content co-production, 309, 311–12
data collection, 305
definition, 294–97
device selection, 303–04
distractibility, 300–02
vs. e-learning, 298–300
electronic performance support systems (EPPS), 585
employee preference, 302
evaluation of learning, 309–10
formal vs. informal learning, 311
individual learning styles, 306
informational vs. instructional resources, 304–05
job flexibility, 302–03
learner control, 307
microlearning, 306–07
relapse prevention, 309
screen size, 308–09
situational connectedness, 297, 299, 307–08
work/life balance, 304
motivation to learn, 19, 52, 78, 84, 86, 99, 104,
  105, 123, 150, 153, 154, 164, 166, 167,
  169, 170, 175, 176, 179, 209, 242, 261,
  281, 283, 301, 307, 313, 442, 445, 454,
  456, 458, 462, 501, 524, 532, 573, 599, 639
multinational corporations, 388, 407
neuroscience, 26–32
neuroticism, 445
non-economic sociology of workplace training, 638–39
objective self-awareness theory, 328–29
open book management, 475, 477
operations management, 607–20
configuration, 609
coworker learning, 618
cross-training, 608
data collection, 620
demand uncertainty, 607–08
experience and quality, 616–17
pooling, 608

skill pattern and allocation, 610–16
learning curve calculations, 612–16
training and future learning, 618
workload, 618–19
organizational expertise
absorptive capacity, 53–54
dynamic capabilities, 54–55, 57–59
emergence, 39, 56
evolutionary perspective, 42–43, 49
exploration vs. exploitation, 54, 59–61
first and second order capabilities, 55
human capital, 48–49
individual development
informal learning, 52–53
socialization, 51
training, 51
knowledge integration, 47
knowledge-based perspective, 43
operational vs. innovative, 44–46, 47–48, 55
organizational learning, 56–57
resource-based perspective, 41–42
routines, 49–50

trust vs. control, 46

performance trajectories, 91, 164–65
personality, 443
personalized training, 22
positive organizational behavior (POB), 447,
See also psychological capital
positive organizational psychology, 447
positive organizational scholarship, 447
practice, 23–24, 443–44, 445
variability, 25
pre-performance instruction, 245
pre-training guidance, 22
process mapping, 391
psychological capital (PsyCap), 425, 447–65
collective, 450
malleability, 450, 463
mediating effects, 450, 463
moderating effects, 450, 463
needs analysis, 455–56
optimism, 448, 452, 454, 457
PCI training, 451–54, 463–64
resilienacy, 448, 452–53, 454
self-efficacy, 448, 452, 454, 458, 462, 464
training evaluation, 461–62
transfer, 454, 460–61
work outcomes, 448–50
realistic job preview, 257
realistic orientation programs for new employee stress (ROPES), 458–59
realistic training preview, 458, 460
recruitment
baby boomer retirement, 546
low labor participation, 546
recruiting skilled workers vs. training, 639–40
skills gap, 546–47

scaffolding, 237–38
scenario-based training, 259
Schlenker’s accountability theory, 204–07
Science of Learning vs. Science of Training, 11
scientific management, 98
segmenting, 22
self-reflection, 328–30
self-regulation, 17, 29, 131–32, 133–34, 140, 148–70, 237, 388, 444–45, 457
cognitive apprenticeship, 240–41
slack time, 332–34
task complexity, 158–59, 170
teams, 395
simulation-based training (SBT), 256–71, 444
aviation use, 264
banking industry use, 265–66
benefits, 257–58
crew resource management use, 264
debriefing, 263–64
definition, 257
development of, 266
disadvantages, 258
effectiveness, 269
feedback, 263
fidelity, 262, 269–70
healthcare use, 264–65
interactivity, 261–62
management education use, 265
military use, 264
slack time, 318–37
breaks, 335
creativity, 323–24, 325
definition, 321–22
emotional states, 335
engineering definition, 322
individual differences, 334
mindfulness, 326–28
mind-wandering, 324–26
perspective-taking, 330–31
play, 336
psychological growth, 335
resource slack (cognitive psychology), 322, 324
self-control, 326–27
self-reflection, 328–30
self-regulation, 332–34
’slow movement’, 321, 336
time affectus, 322
time famine, 320
time pressure, 322–23, 324
sleep, 28–30
small and medium enterprises (SMEs), 363–77
attitudes to training, 365–66, 376
‘bite-size training’, 368
country-specific differences, 373
definition, 364, 376
economic centrality, 363
effectiveness of training, 371–72
family vs. non-family, 369–70, 373
growth vs. survival, 369
HR research gap, 374–75
informal training, 367–68, 376–77
owner control issues, 366
poaching, 366–67
reactive training, 368
resource constraints, 366
size effects on training, 369, 373
training content, 370–71
SMU Cox School of Business, 352
Society for Industrial and Organizational Psychology (SIOP), 523, 527, 528–30, 536, 537
Southwest Airlines, 474, 477–78, 481–82, 483–84
spaced learning, 18–19, 29, 159
Stereotype Content Model, 182–83
stress training, 391
systems thinking, 471–88
beneficiary realm, 479–83
business realm, 475–79
history, 472–74
job autonomy, 485–86
societal realm, 483–84
visual aids, 486–87
teams
behavioral modeling, 394–95
collaborative technologies, 400
crew resource management, 385, 387
cross-training, 387
cultural intelligence (CQ), 425
definition, 135
efficacy, 391, 397
eroer management, 394–95
formal vs. informal training, 399
healthcare industry, 387
heterogeneity, 390
hospitality industry, 577
information boards, 387
intact team vs. team member training, 398–99
interdependency, 135
longevity, 390
mindfulness, 395–96
psychological safety, 391
self-regulation, 395
shared mental models, 391
size, 386, 537
social networks, 397
stable vs. ad hoc, 386
teams (cont.)
taskwork vs. teamwork, 385, 387
training vs. building, 383
transfer, 396–98
virtual, 388, 389–90, 399–400
testing, 25–26
Training Within Industry Service, 522
transfer, 47, 52, 113–14, 157, 263, 445–46, See also adaptive performance
conflicting job responsibilities, 214
cultural intelligence (CQ), 431–32
effects of prior knowledge, 139–40
environment, 18, 20, 88, 90–91
horizontal, 39, 397, 472, 487
hospitality industry, 571, 573–74
individual differences, 445
informal learning, 586
multidimensional framework of transfer, 207–10
near and far, 24, 76, 77, 113, 242
organizational climate, 304, 445–46, 461, 487–88, 577
post-training support, 446, 462, 556
practice, 445
psychological capital (PsyCap), 454, 460–61
relapse prevention, 309, 446, 460, 462, 463
talent strategy, 556–57
team training, 396–98
trainee accountability, 201–23
attitude cultivation, 215
communicating employer expectations, 211–13
employee selection, 214–15, 217
importance of, 202–04
managing expectations, 218
post-training support, 217–18
rewarding transfer, 213–14
Schlenker’s accountability theory, 206–07
training–job mismatches, 215–16
vertical, 39–40, 397, 473, 487
composition, 44
USA
apprenticeship, 628
community colleges, 628–29
effectiveness of training
companies, 632–33
employees, 632
unemployed, 632
for-profit colleges, 629
liberal market economy, 636
overall training levels, 630
underdeveloped training system, 627
unequal access to training, 630–31
cumulative advantage, 630–31
gender, 631
virtual reality, 279–80, 308
visual aids, 22–23
‘VUCCA’ world, 345–46
Zingerman’s, 474, 475–77, 481, 483