

Training and Development in Organizations PSYC 272

Fall 2026 Section 01 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/19/2026

Contact Information

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Office: Dudley Moorehead Hall (DMH) 324

How to Contact Me: In addition to office hour appointments, I am available to help you via email. I tend to respond to emails within 48 hours on workdays. That said, if you email me at 4 pm on a Friday afternoon, I may not get back to you until Monday or Tuesday the following week, so please plan accordingly. Please do not message me directly on Canvas, as I am less likely to respond. Please feel free to nudge me if your email is unanswered during that timeframe.

To ensure your message is not neglected, please include the following elements in your email:

- **PSYC 272 at the beginning of the subject line**
 - Example: Subject: PSYC 272: Question about Training Transfer Readings
- A clear description of your problem or question
- Any steps you have taken to address the problem or question
- What the instructor can do to help you
- Your name at the end of the email

Office Hours: Tuesdays and Thursdays from 9am to 10am in DMH 324

Office hours are times each week when I am available to you, the students in this class. I hope that you will take the opportunity to visit me in my office and ask questions about the class, psychology more broadly, research, or graduate school opportunities! **If you are unable to meet at this time, I am open to scheduling in-person or Zoom meetings by appointment. To schedule an appointment, please book a date/time here based on my availability ([Book w/ Dr. Ruffin](https://calendar.google.com/calendar/appointments/schedules/AcZssZ29-0zGnR5zYZtFa2wB7jM_hLJyh3vwafUqp6FR39ZTXaE5W0yVvh_5vpfriZdnjZuQdYKH3fQo) (https://calendar.google.com/calendar/appointments/schedules/AcZssZ29-0zGnR5zYZtFa2wB7jM_hLJyh3vwafUqp6FR39ZTXaE5W0yVvh_5vpfriZdnjZuQdYKH3fQo)).**

Course Information

The class format is determined in accordance with San José State University policy. This is an in-person course that meets once a week. I will notify you of any changes via Canvas, and the syllabus will be updated. Students will need the instructor's permission to record lectures. Information will be presented in the class

meetings and assigned materials. You should come to class having completed the readings and other course assignments for that day. Students are encouraged to ask questions before, during, and after class.

Class meetings will include lectures, activities, and discussions designed to enrich student understanding of course material. Students will be expected to complete some tasks outside of the classroom (e.g., projects, papers), and other activities will take place in the classroom.

The purpose of the activities, readings, and assignments is to allow you to have specialized and applied training in I/O psychology that enhances your career-related skills. We will work within the scientist-practitioner framework to ensure you understand how to digest and translate science into real-world workplace practice.

Tuesday, 3:00 PM to 5:45 PM, DMH 226A

Course Description and Requisites

Course will address classic, current, and future issues in training and development. Topics covered include theories of learning, needs assessment, training methodology, program evaluation, management development, and trends that may influence future training and development programs.

Prerequisite: Instructor consent.

Letter Graded

* Classroom Protocols

My Teaching Philosophy

Active and Lifelong Learning. I believe that learning is most effective when students are actively engaged in the process. I encourage students to participate in discussions, problem-solving activities, and hands-on projects. I also believe in lifelong learning, which is facilitated by listening to and learning from people who are different from us, including in terms of sex, age, first language, ethnicity, racial identity, gender identity, sexual orientation, disability, pregnancy, caregiver status, citizenship status, and/or economic means.

Intentional Inclusivity. You, your identity, values, and perspectives matter. I want all of us to put in the work to make our classroom a place where everyone feels welcome and sees a path to success. I will strive to make this an equitable learning environment and will consistently apply fair teaching and evaluative practices. I am always open to your feedback, and I expect all students to respect one another and to be open to growth and feedback.

Promotion of Learning Goal Orientations. Through my teaching, I emphasize a learning goal orientation, such that I encourage students to be motivated by the desire to develop new skills and knowledge, rather than by external rewards or competition. By providing students with opportunities to learn from their mistakes, I aim to inspire students to believe in their potential and demonstrate that improvement can be developed through dedication and effort. I will offer regular feedback and guidance that will help identify areas for development – reinforcing the idea that learning is a continuous process.

Fostering Confidence as Critical Consumers of Information. We live in a world where information is rich and abundant. Thus, I believe it is critical for students to develop the skills and confidence to critically evaluate the information they encounter both in this class and in the outside world. To support the development of this skill, I will incorporate assignments and discussions that encourage students to critically evaluate relevant course content from multiple perspectives. This skill, I believe, is essential, not only for academic success but also for responsible citizenship.

My Expectations of Students

To foster learning in this course, all students are expected to:

- Attend class regularly
- Respect and civility in communication with all members of this learning community
- Engage in in-class activities and discussions
- Openness and receptivity to constructive feedback from the instructor and your peers
- Communicate questions, needs, or concerns to the course instructors as they arise

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Industrial/Organization (I/O) Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Students of the program will acquire a base of knowledge about the principles of psychology as they are applied to industrial and organizational settings.
2. Students of the program will acquire a base of knowledge about the practice of I/O psychology by applying the concepts of I/O psychology to the functioning of organizations.

Course Goals

The goals of this course are to give you a deep dive into two prominent areas of I/O psychology: (1) training and development, and (2) work motivation.

Training plays a crucial role in worker safety, health, proficiency, and professional and personal development. Through training, organizations seek to ensure that their workforce's capabilities are up to date and capable of fulfilling company goals. I/O psychologists are uniquely qualified to conduct research into training and to assist organizations in attaining optimal training. This course is meant to increase your confidence, knowledge, and skills in both.

Thus, the overarching goals of this course pertaining to training and development are:

1. To critically review training research and theory, and also to examine the wide variety of forces influencing training development, methods, and content, and the various points at which psychologists can best add value. In this way, the course emphasizes the scientist-practitioner model.

2. Emphasis will be placed on student engagement and participation. This will include (on the “science” side) reading and discussing important assigned articles, and researching and reporting on a training topic of choice. On the “practice” side, students will carry out a complete case of training development, from job analysis to proposed training content and methods, to the development of evaluation measures and a plan.

Furthermore, this course provides an overview of research and practices on work motivation. We will discuss theory, empirical findings, and practice-based perspectives on workplace motivation. The overarching goals pertaining to work motivation are:

1. Build familiarity with classic and contemporary motivation perspectives
2. Develop evidence-based strategies for fostering motivation and improving employee outcomes

Course Learning Outcomes (CLOs)

The goal of this course is to address classic, current, and future issues in training and development and work motivation. Throughout the course, my goal is to facilitate your critical thinking about the basic issues and practical applications in both areas. By the end of this course, students should be able to:

- CLO 1 - **Analyze** training and development needs at the organizational, work, and person level
- CLO 2 - **Design** and evaluate evidence-based training programs based on advanced technological skills (i.e., Microsoft Excel)
- CLO 3 - **Critically evaluate** training and development practices and research
- CLO 4 - **Collaborate** effectively to demonstrate professional skills relevant to careers in learning and development
- CLO 5 - **Critically evaluate** major theories and empirical research on work motivation
- CLO 6 - **Apply** motivation theories and research to analyze employee and organizational outcomes
- CLO 7 - **Communicate** recommendations using empirical research and psychological theory on work motivation-related topics

Course Materials

Technology:

- Regular access to a computer/tablet with internet access
- Access to Google Workspace (e.g., Google Docs, Sheets, Slides) or Microsoft Suite (e.g., Word, Excel, PowerPoint)
- Access to Canvas and email

Access to technology and software should not be a barrier to your success in this course. SJSU has several resources available to provide comprehensive support for students. Please see a list below of a few options:

[CSuccess Program](https://sjsu.edu/it/services/classroom-tech/equipment-loaning/csuccess.php) (<https://sjsu.edu/it/services/classroom-tech/equipment-loaning/csuccess.php>): SJSU IT provides PC and Apple laptops for matriculated students to borrow for the duration of their academic career while in good standing at SJSU at no cost to them.

[Student Computing Services \(SCS\)](https://library.sjsu.edu/student-computing-services): (<https://library.sjsu.edu/student-computing-services>) SJSU students can borrow laptops, iPads, hotspots, and more for free from SCS, located on the 1st floor of the King Library at the Circulation Desk. Equipment loans are on a first-come, first-served basis. Computer labs with software may be available in your respective department/college.

Course Access Program

Textbook: Ford, J.K. (2021). *Learning in organizations: An evidence-based approach* (1st ed). New York: Taylor & Francis. ISBN: 978-0367201890.

SJSU has launched a program called Course Access, which is designed to simplify how students receive their required materials and ensure they are ready to learn on the first day of class. Students pay for course materials as part of their tuition and fees in their student accounts. The textbook charge is \$45 USD. The textbook is delivered directly through Canvas.

Opting out of the Course Access Program

You are welcome to opt out of the Course Access program and receive a full refund of course material charges. However, you must work with the bookstore in advance in order to opt out of Course Access before the deadline which is on September 15th. Students who opt out of the Course Access program are responsible for obtaining their own course materials.

In addition to the textbook readings listed on the syllabus, I may include journal articles, brief popular-press articles, videos, podcasts, or other media. All additional readings and media will be available online via Canvas in PDF format. **If you have any issues accessing the PDFs, do NOT purchase them online.** Instead, reach out to me immediately, and I will send you a copy.

Course Requirements and Assignments

Graded Course Items

Graded Item	Percentage of Grade
Training Project and Presentation	40%
Practitioner-Oriented Conceptual Paper and Presentation	25%
Article Discussion Leading	10%
Weekly Article Reflections	10%
Class Participation	15%
Total	100%

Training Project and Presentation (Covers CLO 1, 2, 3, 4, 5, 40% of grade).

Throughout the class, you will work in groups of 4–5 to develop your own training experience focused on Microsoft Excel concepts. Your team will have the opportunity to apply the learning design principles and instructional strategies covered in class to create a practical, engaging training experience for your peers. This collaborative project will give you hands-on experience designing training from start to finish, from identifying learning needs and developing objectives to creating activities and delivering the final training. The following aspects are included in the training project:

Training Needs Assessment (TNA; 10%). You will conduct a training needs assessment with a subject matter expert (SME) to determine whether training for your specific Microsoft Excel function is needed and, if so, what the training should address. Your assessment should examine the need from three perspectives: (1) organizational analysis, (2) work/task analysis, and (3) person analysis.

Pre- and Post-Training Survey Design (5%). You will use the results from the TNA to identify the performance gap and clearly define the resulting training needs. The pre-training survey should establish a baseline before the training, while the post-training survey should assess changes after the training. Grading is based on whether the pre- and post-training survey align with the training objectives and provide useful information for evaluating the effectiveness of your training.

Training Delivery (15%). After completing your training needs assessment and developing your pre- and post-training surveys, you will deliver your training to your peers. You will apply the training design you developed and incorporate learning design principles taught in class to create an engaging and effective learning experience. Grading is based on whether the delivery (2) reflected the needs of your learners, (2) aligned with your training objectives, and (3) demonstrated intentional use of instructional strategies, activities, and assessment methods.

Final Training Presentation (10%). Presentations discussing the effectiveness of your training should be no longer than 20-25 minutes, leaving 5-10 minutes for Q&A with the instructor and your peers. Grading is based on the following criteria: (1) content accuracy and relevancy, (2) organization of presentation, (3) delivery and audience engagement, (4) visual aids/quality of presentation materials, and (5) time management.

Practitioner-Oriented Conceptual Paper and Presentation (Covers CLO 5, 6, 7, 25% of grade).

You are required to write one practitioner-oriented conceptual paper and present the culmination of your work. **This assignment is to be completed individually.** The paper can be on any motivation-related topic, even if that topic is not covered in class. The paper should connect the motivation domain to your specific interests. You will need to get approval of your paper topic in advance by emailing a 1-page description of your paper topic (worth 5% of the 25%) to Dr. Ruffin on the specified paper idea proposal due date (see course schedule below).

The paper should be no longer than 5-6 pages, double-spaced. The paper should present the development and explanation (with citations) of a novel concept, idea, or framework similar to articles found in the Harvard Business Review. This paper should be written with a practitioner audience in mind, should make research accessible to a broader audience (e.g., no jargon), and must include clear, practical implications. Grading is based on the following criteria: (1) conveys the importance of the topic (i.e., answers the “so what?” question), (2) adequate literature review, (3) clear statement and development of hypotheses or propositions, (4) logical framing of the paper, (5) writing clarity, and (6) correct mechanics (e.g., APA formatting, length, grammar/syntax). The paper is worth 10% of the total 25% for this assignment.

Presentations should be no longer than 15 minutes, leaving 5 minutes for Q&A with the instructor and your peers. Grading is based on the following criteria: (1) content accuracy and relevancy, (2) organization of presentation, (3) delivery and audience engagement, (4) visual aids/quality of presentation materials, and (5) time management. The presentation is worth 10% of the total 25% for this assignment.

Not sure where to start?

- **Psychology Department Library Liaison:** Lauren DeCelle (lauren.decelle@sjsu.edu)
- **Library Resources:** <https://library.sjsu.edu/psychology> (<https://library.sjsu.edu/psychology>)

Important notes about the paper and presentation:

1. You may not turn in a proposal or paper that you have written for another course or as part of another requirement
2. Consider thinking about how your paper and presentation can help develop or move your Master's thesis forward.

Weekly Article Reflections (Covers CLO 3 and 5, 10% of grade).

To facilitate class discussion, each student is expected to post **at least two** discussion questions or critical comments detailing how these articles are and/or can be used to inform graduate student development for each article assigned (not book chapters). You are also required to respond to **at least two** of your classmates' discussion questions via Canvas. **To help your classmates and me prepare for class, your reflections and comments are due by 11:59 pm on the Sunday before class on Tuesday.** Reflections and comments should (a) promote a science-oriented discussion and (b) be thoughtful and constructive. The point is to stimulate discussion about the material. You will be graded on the quality and promptness of your weekly discussion reflections.

Article Discussion Leading (Covers CLO 3, 4, 5, 6, 7, 10% of grade).

During the first day of class, you will choose a topic/date for leading a class discussion. **There will be two facilitators per class topic/date.** Leading discussions involves (a) reviewing student discussion questions (see below) the day before the class meeting, (b) providing a brief overview of each article before the article is discussed in class, and (c) using submitted discussion questions to help frame a class discussion (e.g., drawing people out based on their posted discussion questions).

The discussion leaders are responsible for the overall quality of the conversation about the articles. The course instructor will help guide the discussion as needed and provide key background or context for a given research topic. Some suggestions for leading a discussion include:

- First, ensure that everyone is "on the same page" about the key research questions, the basic theoretical framework, key findings, and practical contributions.
- You do not have to provide a presentation (i.e., the role is more of a discussion facilitator rather than an instructor).
- Have a prepared list of discussion questions, but also be ready to deviate from it if it does not generate useful discussion or if a different set of questions appears more useful.
- Try to pose discussion questions that generate discussion and learning. These questions should be thoughtful, based on the readings, and focused on achieving a deeper understanding of the topic.

- Some discussion questions can also serve as methodological reflections on a study or as potential directions for future research on a given topic.
- Try to prepare questions that are neither too specific ("What does this word on the second page, third paragraph mean?"), nor too general ("Are goals important to understanding motivation?").
- In the course of discussion, ground your thoughts in the research literature rather than only in personal experience.
- Related to the above, maintain a gate-keeping function. That is, do not lose control of the discussion or allow specific individuals to dominate.
- Assume primary leadership of the discussion instead of relying on the instructor.
- Carefully manage your time to allow for a full discussion of the assigned articles.
- See the file titled "Structured Article Review and Discussion Guidelines" in Canvas for examples of specific questions that may help move a discussion forward.

Class Participation (CLO 1, 2, 3, 4, 5, 6, 7, 15% of grade).

At the graduate level, participation is critical to your and your peers' learning; thus, expectations are high and are reflected in the point allotment. Your participation grade is based on (a) voicing your reflections on the readings (e.g., by noting positive contributions and constructive criticisms), (b) getting others in the class involved in the discussion, (c) contributing information and experiences that supplement the readings, and (d) attending class and being on time.

In preparing for class discussion and activities, you might want to ask yourself some of the following questions:

- What gaps in the research does this article fill?
- What are the interesting research questions in this area of research?
- What are the conceptual and methodological strengths and weaknesses of the article?
- How would you address the weaknesses?
- How does this article fit in with other articles on the topic (identify the common themes)?
- What practical contributions does this article make?
- Are the practical contributions truly feasible to implement in organizations? Why or why not?
- What challenges might practitioners face when implementing the authors' suggested practical contributions?
- What future research would you conduct on this topic?

Quality participation reflects not simply the frequency of one's class contributions, but also: (1) their quality (ability to "speak from the research literature"; ability to advance or sharpen in-class discussion; use of logic, precision, and evidence in making arguments; and going beyond the "I feel" or "I liked it" level of introspection); and (2) the professionalism of your conduct (attendance, punctuality, preparedness, respecting class members and their contributions, and refraining from conduct that is distracting).

✓ Grading Information

Grade Policy

Grade	Percentage
A	94% - 100%
A-	90% - 93.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	59% -

- Grades will be posted on Canvas throughout the semester and on MySJSU at the conclusion of the semester.
- Assignments must be turned in via Canvas.
- If you have questions about an upcoming assignment or about your grade on an assignment, please attend my office hours or make an appointment to meet with me to discuss it.
- I want assignments to be a developmental experience, which means I genuinely want you to feel set up for success and ultimately understand the feedback I provide.

Late Work Policy

You do not need my approval for late work, but I will deduct 10 percentage points for each 24-hour period work is late. If group work is late, everyone in the group will receive the same deduction. If you need more time due to an emergency, please contact me as soon as possible before the due date, unless this is not possible (e.g., an emergency).

Academic Integrity and Content Sharing Policies

Plagiarism, cheating, and any other forms of academic dishonesty will not be tolerated. The [University Academic Integrity Policy S07-2](https://www.sjsu.edu/senate/docs/S07-2.pdf) (<https://www.sjsu.edu/senate/docs/S07-2.pdf>) requires you to be honest in all of your academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question. In the event an incident of academic dishonesty is particularly egregious, you may receive an automatic F in the course. Visit the Student Conduct and Ethical Development website for more information here: <https://www.sjsu.edu/studentconduct/policies.php> (<https://www.sjsu.edu/studentconduct/policies.php>).

Course material developed by the instructor is the instructor's intellectual property and cannot be shared publicly without her approval. You may not publicly share or upload instructor-generated material for this course, such as exam questions, lecture notes, or homework solutions, without instructor consent. Recording and distributing course materials you did not create violates the course academic integrity policy, and I have the right to file a report with the Office of Student Conduct and Ethical Development (see [University Policy S12-7 for more information](https://www.sjsu.edu/senate/docs/S12-7.pdf) (<https://www.sjsu.edu/senate/docs/S12-7.pdf>)). Students must obtain the instructor's permission to record any part of the course (see [University Policy S12-7](https://www.sjsu.edu/senate/docs/S12-7.pdf) (<https://www.sjsu.edu/senate/docs/S12-7.pdf>) for more information here). Recording class lectures and discussions, as well as distributing course materials created by the instructor to any online source (e.g., Quizlet, CourseHero, etc.) that you did not create, is a violation of the course academic integrity policy and will result in immediate expulsion from the class and reporting the student to the University and proper authorities for further sanctions.

Students are encouraged to familiarize themselves with SJSU's University's expectations for the integrity of their academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Use of Generative AI and Other Emerging Technologies

The use of AI and other emerging technologies is permitted to enhance learning on class assignments and projects, but not to replace it. I treat AI-based assistance, such as ChatGPT and Github Copilot, the same way I treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, **all work you submit must be your own**. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes, e.g., ChatGPT, 2024). **Including anything you did not write in your assignment without a proper citation will be treated as an academic misconduct case and result in a zero on the assignment(s) and a report to the Student Conduct and Ethical Development Office.**

If you are unsure where the line is between collaborating with AI and copying from AI, I recommend the following heuristics:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction, open your assignment, and let it reflect your revised knowledge. This heuristic includes avoiding using AI assistants that are directly integrated into your composition environment, just as you should not let a classmate write content or code directly into your submission. Thus, you should also avoid using tools that directly add content to your submission.
- Students may not upload, copy, paste, or otherwise provide course readings, lecture materials, assignments, or other instructor-provided materials to AI tools (including NotebookLM, ChatGPT, or similar services) without explicit permission from the instructor. This restriction is intended to protect course materials and ensure that students engage directly with assigned readings.

Deviating from these heuristics does not automatically constitute academic misconduct; however, following them essentially guarantees that your collaboration will not cross the line into misconduct.

When can I use AI tools and other emerging technologies?

- **Spellcheck:** Students may use Grammarly’s basic/free plan for **spellcheck and basic proofreading only**. Please do not use Grammarly’s generative AI or rewriting features to create, substantially revise, or rephrase your work. Your submitted work should reflect your own writing and ideas.
- **Language Translation:** Students may use AI-based translation tools to translate their own writing from their native language into English if they are more comfortable drafting in their native language first. The ideas, arguments, and content must be the student’s own, and students are responsible for reviewing and revising the translation to ensure that it accurately reflects their intended meaning. **Please be mindful that the goal is for your ideas and your writing to shine through, rather than the AI’s voice or style.** Use AI as a translation aid, not as a substitute for your own thinking and writing.
- **Study Guide Development:** Students may use AI tools to help create study guides from their own notes and course materials. **However, students should be mindful that language or information generated by AI does not unintentionally carry over into their quiz answers.** Quiz responses should reflect your own understanding, knowledge, and voice, rather than simply reproducing language generated by an AI tool.



University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.



Course Schedule

This syllabus is only a guide for the course and is subject to change with reasonable advance notice. All changes to the syllabus will be communicated via a Canvas announcement, and the updated syllabus will be posted on the Canvas site.

Please see the [course schedule](https://docs.google.com/document/d/1O-MNhSDPjd-Zv10Kg4spmGwofBZAdgKbhBM9IKLpluo/edit?usp=sharing) (<https://docs.google.com/document/d/1O-MNhSDPjd-Zv10Kg4spmGwofBZAdgKbhBM9IKLpluo/edit?usp=sharing>) in Google Docs.