

# 『員工訓練與發展』教學大綱

心理系碩、博士班課程

98 學年度第二學期

講授者：陳彰儀博士

上課時間：星期四 9：10-12：00

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## 壹、課程目標：

### 1. 一般目標

對員工訓練與發展之概念、理論、研究有所瞭解，並能予以應用。

### 2. 特定目標：

#### (1) 知識與理解

a. 知道與瞭解「員工訓練與發展」之理論、概念與原則。

b. 知道有關這門學科的重要名詞與人名。

c. 瞭解「員工訓練與發展」的應用與發展。

d. 瞭解「員工訓練與發展」的新觀念與新趨勢。

e. 瞭解國內在訓練方面之現況、問題、趨勢與改進之道。

#### (2) 應用：能應用「員工訓練與發展」的知識與原則

(3) 分析：能分析「員工訓練與發展」的不同說法與作法之學優、缺點。

(4) 評鑑：能對一個特定之訓練發展計畫評量。

(5) 綜合：完成一篇報告，寫出一個完整的訓練計畫及其評鑑。

## 貳、教學材料

### 1. 教科書：

(1) 主要：Goldstein, I. L. & Ford, J. K. (2002). Training in Organizations. Pacific Grove, CA: Brooks/Cole Publishing Co.

(2) 部分(三章)：DeSimone, R. L., Werner, J. M., & Harris, D. (2002). Human Resource Development (3<sup>rd</sup> ed.). Orlando, Fl: Harcourt, Inc.

2. 閱讀材料：期刊論文數十篇與幾本書之部分章節（見“閱讀材料表”）。

### 3. 參考書

(1) 張仁家(2005)。企業訓練與發展。全華科技。

(2) 陳沁怡(2002)。訓練與發展。台北市：雙葉書廊。

(3) 簡貞玉/譯(2002)。員工訓練與能力發展(Raymond A. Noe/著 Employee training and development)五南。

(4) Craig, R. L. (4<sup>th</sup> ed.)(1996). Training and Development Handbook. New York, NY: McGraw Hill.

- (5)Gupta, K. (1999). A practical guide to needs assessment. San Francisco, CA: Jossey-Bass/Pfeiffer.
- (6)Noe, R. A. (2002). Employee Training & Development (2<sup>nd</sup> ed.). New York, NY: McGraw Hill.
- (7) O'Connor, B. N., Bronner, M. & Delaney, C. (1996). Training for Organizations. Cincinnati, OH: South-Western Educational Publishing.

### 參、課程要求

1. 上課前閱讀好指定之閱讀材料。
  - (1) 指定報告之部分精讀，並簡單扼要在課堂上報告。
  - (2) 未被指定之報告至少要略讀，並能提出問題與討論。
2. 完成一篇報告 (6,000-15,000)，報告內容可以在下列兩項中選一
  - (1) 完整的訓練計畫，以一個組織為對象，透過嚴謹的過程規畫出實用的訓練計畫，其中必須包括訓練需求的評估，目標的設定、訓練方法之選用與訓練之評估。
  - (2) 研究計畫 (research proposal)，針對目前員工訓練與發展方面研究計畫的缺失或未被研究的課題提出有創意且研究方法嚴謹的研究計畫。
3. 上課不遲到、缺席，交報告準時，遲一天扣五分。(1月04日(一)交報告初稿，1月29日(五)交報告完稿)

### 肆、教學方式

以同學報告，討論為主，講授為輔。

### 伍、成績評量

- |                              |     |
|------------------------------|-----|
| (1) 訓練計畫報告                   | 60% |
| (2) 評論別人之報告                  | 10% |
| (3) 課堂貢獻 (出席狀況、口頭報告、討論、提問題等) | 30% |

陸、教學進度表

週次	月	日	講次	內容	章節	交報告日期
1	9	17	1	導論		
2		24	2	訓練的內涵與訓練系統	G1、G2	
3	10	1	3	訓練需求評估 (I)	G3	
4		8	4	訓練需求評估 (II)		
5		15	5	訂定訓練目標與取得支持		
6		22	6	學習環境	G4	
7		29	7	訓練方法 (I)	G7	
8	11	5	8	訓練方法 (II)	G8	
9		12	9	訓練方法 (III) Active Training		11/9 (一)交第一部分報告
10		19	10	訓練評估 (I)	G5	
11		26	11	訓練評估 (II)	G6	
12	12	3	12	訓練評估 (III) 與訓練經費		11/30 (一)交第二部分報告
13		10	13	員工輔導方案、生涯管理與發展	D11、D12	
14		17	14	管理發展、學習系統	D13、G9	
15		24	15	訓練與發展的未來		
16		31	16	訓練研究之回顧		1/4 (一)交完整報告初稿
17	1	7	17	學生報告個別完成之訓練計畫		
28		14	18	學生報告個別完成之訓練計畫		1/29 (五)交報告完稿

註:G 代表 Goldstein, I. L. & Ford, J. K. (2002). Training in Organizations.

D 代表 DeSimone, R. L., Werner, J. M., & Harris, D. (2002). Human Resource Development.

## 『員工訓練與發展』閱讀材料表

### 1. 導論

### 2. 訓練的內涵與訓練系統

Goldstein, Ch. 1 & 2.

Rylatt, A. & Lohan, K. (1997). *Creating training miracles*. San Francisco, CA: Jossey-Bass/Pfeiffer. Ch. 1 Emerging trends in training.

### 3. 訓練需求之評估(I)

Goldstein, Ch. 3

Gupta, K. (1999). *A practical guide to needs assessment*. San Francisco: Jossey-Bass/Pfeiffer.

Ch. 3 Strategic needs assessment.

Ch. 4 Competency-based assessment.

Ch. 6 Training needs assessment.

### 4. 訓練需求之評估(II)

Ford, J.K. & Noe, R.A. (1987). Self-assessed training needs : The effects of attitudes toward training, managerial level, and function. *Personnel Psychology*, 40, 39-53.

Kirpatrick, D.L. (1978). Determining supervisory training needs and setting objectives. *Training and Development Journal(TDJ)*, May, 16-19.

Moore, M.L. & Dutton, P. (1978). Training needs analysis : Review and critique. *Academy of Management Review* , July, 532-545.

Nowack, K..M. (1991). A true training needs analysis. *TDJ*, April, 69-73.

Wircenski, J.L., Sullivan, R.L. & Moore, P. (1989). Assessing training needs at Texas Instruments. *Training and Development Journal*, April, 61-63.

### 5. 訂定訓練目標與取得支持

Baird, L. S. et. al (1983). *Training and development source book*, 55-63.

A. How to get top management support.

B. Gaining and keeping management support

C. How to sell new training program to management.

Kaufman, R. (1991). When good bosses ask for bad things Training & Development, May, 29-32.

Sredl, H.J. & Rothwell, W.J. (1987). The ASTD reference guide to professional training roles & competencies. Vol II. N.Y.: Random House. Ch.16 Setting instructional objectives

#### 6 · 學習環境

Goldstein, Ch. 4

Baldwin, T. T. & Ford, J. K. (1988). Transfer of training: A review and directions for future research. Personnel Psychology, 41,63-105.

Kelley, A. I., Orgel, R .F. & Baer, D. M. (1985). Seven strategies that guarantee training transfer. Training and Development Journal, November, 78-82.

#### 7 · 訓練方法(I)

Goldstein, Ch. 7

Brown, Z. G. (2001). Using computers to deliver training: Which employees learn and why? Personnel Psychology, 54(2), 271-296.

Davis, F. D. & Yi M. Y. (2004). Improving computer skill training: Behavior modeling, symbolic mental rehearsal, and the role of knowledge structures. Journal of Applied Psychology, 89(3), 509-523.

Silberman, M. (1998). Active Training(2<sup>nd</sup> ed.). NY, NY: Jossey-Bass/Pfeiffer  
Ch. 4 Preparing effective lectures.

Sitzmann, T. (2005). Is e-learning as effective as classroom learning? T+D, 59(8) (Aug), 18.

#### 8 · 訓練方法(II)

Goldstein, Ch. 8

DeSimone, Werner & Harris Ch.8 Skills and Technical Training

Eitington, J. E. (1989). The Winning Trainer(2<sup>nd</sup> ed.). Houston, TX: Gulf Publishing Co. Ch. 6 Using games and simulations.

#### 9 · 訓練方法(III)– Active Training

Silberman, M. (1998). Active Training(2<sup>nd</sup> ed.). NY, NY: Jossey Bass/Pfeiffer  
Part 1 p.1-p.12

Ch.1: Assessing the need for training and the participants

Ch.3: Creating opening exercises

Ch.5: Finding alternative methods to lecturing

Ch.6: Using experiential learning approaches

Ch. 11: Beginning an active training program

Ch. 15: Concluding and evaluating an active training program

10 · 訓練評估(I)

Goldstein, Ch. 5

Alliger, G. M., Tannenbaum, S. I., Bennett, W. Jr., Traver, H., Shotland, A. (1997). A meta-analysis of the relations among training criteria. *Personnel Psychology*, 50(2), 341-358.

Ford, J.K. & Wroten, S .P. (1984). Introducing new methods for conducting training evaluation and for linking training evaluation to program redesign. *Personnel Psychology*, 37, 651-665.

11 · 訓練評估(II)

Goldstein, Ch. 6

Alliger, G. M. & Janak, E. A. (1989). Kirpatrick's levels of training criteria: Thirty years later. *Personnel Psychology*. 42, 331 -342.

Bunker, K.A. & Cohen, S.L. (1977). The rigors of training evaluation: A discussion and field demonstration. *Personnel Psychology*, 30, 525-541.

Kraiger, K., Ford, K. & Salas, E. (1993). Application of cognitive, skill-based, and affective theories of outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 311-328.

Newstrom, J.W. (1978). Catch-22: The Problems of incomplete evaluation of training. *Training and Development Journal*, November, 22-24.

12 · 訓練評估(III)與訓練經費

Craig Ch.18 Return on investment

Arthur, W., Bennett, W. Jr, Edens, P., & Bell, S. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88, 234-245.

Baird, L., Schneier, C.E. & Laird, D. (1983). The training and development sourcebook, 361-367.

Bee, F. , & Bee, R. (1994). *Training Needs Analysis and Evaluation*. London, England: Institute of Personnel & Development.

Ch. 22; Ch. 23; Ch. 24

Cullen, J.G., Sawzin, S., Sisson, G.R. & Swanson, R.A. (1978). Cost effectiveness: A model for assessing the training investment. *Training and Development Journal*, July, 217-220.

13. 員工輔導方案、生涯管理與發展

DeSimone, Werner & Harris Ch.11 Employee Counseling Services

DeSimone, Werner & Harris Ch.12 Career Management and Development

14. 管理發展、學習系統

Goldstein, Ch. 9

DeSimone, Werner & Harris Ch.13 Management Development

Ruderman, M. & Ohlott, P. (2006). Learning From Life--How to use life lessons to enhance leadership skills. *T+D*, 60(1) (Jan), 90-91.

15. 訓練與發展的未來、訓練研究之回顧

Chen G., Thomas B., & Wallace, J. C. (2005). A multilevel examination of the relationships among training outcomes, mediating regulatory processes, and adaptive performance. *Journal of Applied Psychology*, 90( 5), 827–841.

Davenport, R. (2006). Future of the profession. *T+D*, 60(1)(Jan), 41-43.

Davenport, R. (2006). 60th Anniversary. *T+D*, 60(1)(Jan), 103.

Noe, R. A. (2002). *Employee Training & Development* (2nd ed.). New York, NY: McGraw Hill. Ch.13. The Future of Training and Development.

Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual Review of Psychology*, 52, 471-499.