

PSYCHOLOGY OF EMPLOYEE DEVELOPMENT
PSYC 580
Fall 2020

Instructor:

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Course Description:

Employee development is part of the talent management process. It involves improving employees' work-related knowledge, skills, and abilities to enhance employee job performance and contribute to organizational success. There are many activities which enhance employee development including training, performance management, assessment, job rotation, leadership development, etc. In this course, you will learn to apply the theory and research of employee training, development and performance appraisal.

Course Goals:

Course goals are listed by topic below.

Textbooks:

Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill/Irwin.
ISBN: 9781260043747

Aguinis, H. (2019). *Performance Management* (4th ed.). Chicago Business Press
ISBN: 9781260043747

Readings will be available on-line through the library website
(http://www.siue.edu/lovejoylibrary/new_resources.shtml)

Course Schedule

1. Introduction to Course-- August 25

Goal: Describe basic training and performance management content.

Noe (2017) Chapters 1-2

Aguinis (2013) Chapters 1-3

2. Feedback and Coaching-- September 1

Goal: Provide constructive performance feedback that focuses on behavior, minimizes defensiveness and leads to development and change

Aguinis (2013) Chapter 9

Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *Academy of Management Executive*, 19, 120-134.

Eurich, T. (May 31, 2018). The right way to respond to negative feedback. *Harvard Business Review*. Retrieved from <https://hbr.org/2018/05/the-right-way-to-respond-to-negative-feedback>

Heslin, P. A., Vandewalle, D., & Latham, G. P. (2006). Keen to help? Managers' implicit person theories and subsequent employee coaching. *Personnel Psychology*, 59(4), 871-902.

Dahling, J. J., Taylor, S. R., Chau, S. L., & Dwight, S. A. (2015). Does coaching matter? A multilevel model linking managerial coaching skill and frequency to sales goal attainment. *Personnel Psychology*, 69, 863-894.

3. Performance Appraisal Formats--

September 8

Goals:

1. Identify the strengths and limitations associated with performance appraisal formats
2. Develop a performance evaluation form that can be used to distinguish effective performance and provide clear and constructive feedback

Aguinis (2013) Chapters 4, 5 and 6 (pages 130-175)

DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421-433. doi:10.1037/apl0000085

Hoffman, B. J., Gorman, C. A., Blair, C. A., Meriac, J. P., Overstreet, B. & Atchley, E. K. (2012). Evidence for the effectiveness of an alternative multisource performance rating methodology. *Personnel Psychology*, 65(3), 531-563.

Moon, S. H., Scullen, S. E., & Latham, G. P. (2016). Precarious curve ahead: The effects of forced distribution rating systems on job performance. *Human Resource Management Review*, 26(2), 166-179.

Buckingham, M., & Goodall, A. (2015). Reinventing performance management. *Harvard Business Review*, 93(4), 40-50.

4. Training Evaluation--

September 15

Goal: Design an employee training evaluation using the most rigorous evaluation design possible and acknowledging the situational constraints

Noe (2017) Chapter 6

Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of Applied Psychology, 102*(12), 1686–1718. <https://doi.org/10.1037/apl0000241>.

Sackett, P. R. & Mullen, E. J. (1993). Beyond formal experimental design: Towards an expanded view of the training evaluation process. *Personnel Psychology, 46*, 613-627.

Sitzmann, T., & Weinhardt, J. M. (2019). Approaching evaluation from a multilevel perspective: A comprehensive analysis of the indicators of training effectiveness. *Human Resource Management Review, 29*(2), 253-269.

5. Training Needs Assessment--

September 22

Goal: Design and conduct a needs assessment

Noe (2017) Chapter 3

Roberson, L., Kulik, C. T., & Pepper, M. B. (2003). Using needs assessment to resolve controversies in diversity training design. *Group & Organization Management, 28*(1), 148-174.

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest, 13*(2), 74-101.

Facilitators:

Project Checkpoint: Turn in name of organization, type of training, training dates, organizational contact person, and expected number of trainees.

6. Learning, Transfer, and Instructional Design--

September 29

Goal: Write training objectives with identifiable behaviors, resources and measurable standards

Noe (2017) Chapters 4 and 5

Grossman, R., & Salas, E. (2011). The transfer of training: What really matters. *International Journal of Training and Development, 15*(2), 103-120.

Huang, J. L., Ford, J. K., & Ryan, A. M., (2017). Ignored no more: Within-person variability enables better understanding of training transfer. *Personnel Psychology, 70*(3), 557-596.

7. Exam 1 Review and Speaker--

October 6

You will need to access your articles during the review session.

Project Checkpoint: Turn in training objectives, evaluation design and measures

8. Exam 1--

October 13

9. Training Methods--

October 20

Goal: Design a training program that incorporates a variety of learning activities that correspond to the training objectives and maximize employee reactions, learning and transfer

Noe (2017) Chapters 7 and 8

Sitzmann, T. (2011). A meta-analytic examination of the instructional effectiveness of computer-based simulation games. *Personnel Psychology*, 64 (2), 489-528.

Sitzmann, T. & Johnson, S. K. (2012). The best laid plans: Examining the conditions under which a planning intervention improves learning and reduces attrition. *Journal of Applied Psychology*, 97(5), 967-981.

Carter, M. & Beier, M. E. (2010). The effectiveness of error management training with working-aged adults. *Personnel Psychology*, 63(3), 641-675.

Training Interview Posts due.

Facilitators:

10. Training Final Topics--

October 27

1. Discuss the legal issues that impact training
2. Design an effective diversity management program
3. Discuss career challenges such as preparing employees for cross-cultural assignments, developing career paths, and achieving work-life balance

Noe (2017) Chapter 10 (Social Responsibility, Legal Issues, Managing Diversity, and Career Challenges)

Bono, J. E., Braddy, P. W., Liu, Y., Gilbert, E. K., Fleenor, J. W., Quast, L. N., & Center, B. A. (2017). Dropped on the way to the top: Gender and managerial derailment. *Personnel Psychology*, 70(4), 729-768.

Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. *Psychological Bulletin*, 142(11), 1227-1274.
doi:10.1037/bul0000067

Facilitators:

Training Interview Theme postings due.

NO CLASS--November 3

Performance Appraisal Interview posts due.

11. 360-degree feedback-- November 10

Goals:

1. Describe the strengths and limitations associated with different performance appraisal raters
2. Describe an effective 360 feedback system
3. Discuss effective rater training programs

Aguinis (2013) Chapter 8 pages 238-248, Chapter 6 pages 175-186, Chapter 7 pages 206-210

Ng, K. Koh, C., Ang, S., Kennedy, J. C., & Chan, K. (2011). Rating leniency and halo in multisource feedback ratings: Testing cultural assumptions of power distance and individualism-collectivism. *Journal of Applied Psychology, 96*(5), 1033-1044.

Kim, K. Y., Atwater, L., Patel, P. C., & Smither, J. W. (2016). Multisource feedback, human capital, and the financial performance of organizations. *Journal of Applied Psychology, 101*(11), 1569-1584. doi:10.1037/apl0000125

Roch, S. G., Woehr, D. J., Mishra, V., & Kieszczynska, U. (2012). Rater training revisited: An updated meta-analytic review of frame-of-reference training. *Journal of Occupational and Organizational Psychology, 85*(2), 370-395.

Facilitators:

Performance Appraisal Interview Theme Posts Due

12. Employee Development and Career Management-- November 17

Goals:

1. Describe an effective succession management system
2. Describe an effective onboarding program
3. Describe employee and leadership development techniques
4. Describe how development plans are used

Aguinis, Chapter 8 pages 226-238

Noe (2017) Chapter 9

Bauer, T. N. (2010). Onboarding new employees: Maximizing success. Alexandria VA: SHRM Foundation. Available from SHRM website (www.shrm.org)

Ragins, B. R., Ehrhardt, K., Lyness, K. S., Murphy, D. D., & Capman, J. F. (2016). Anchoring relationships at work: High-quality mentors and other supportive relationships as buffers to ambient racial discrimination. *Personnel Psychology, 70*, 211-256.

Dimotakis, N., Mitchell, D., & Maurer, T. (2017). Positive and negative assessment center feedback in relation to development self-efficacy, feedback seeking, and promotion. *Journal of Applied Psychology, 102*(11), 1514-1527. doi:10.1037/apl0000228

Finkelstein, L. M., Costanza, D. P., & Goodwin, G. F. (2018). Do your high potentials have high potential? The impact of individual differences and designation on leader success. *Personnel Psychology, 71*, 3-22.

Facilitators:

Project Checkpoint: Turn in Technical Report for feedback

NO CLASS THANKSGIVING BREAK--NOVEMBER 23-27

14. Practice Presentations and Final Review-- December 1

You will need to access your articles for the Final Review

15. Final Exam-- December 8

Conduct peer evaluation feedback sessions throughout the week.

Presentations-- December 15, 9:00-11:50 or as scheduled

Submit final technical report to organization and to me.

Turn in peer evaluation reflection papers

Grading:

Your final grade will be determined as follows:

Test 1	50 points
Test 2	50 points
Literature Review	50 points
Class Facilitation	50 points
Facilitation Reflection Paper	10 points
Facilitator Feedback	5 points per feedback
Training Evaluation Project	60 points
Peer Evaluation Reflection Paper	15 points
Training Interview	15 points

Performance Management Interview	15 points
Other Assignments	TBA

The following grading scale will be used:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

Testing:

There will be two exams. The exams will cover both the readings and class material. Your answers will be graded on how well you integrate the course material. Cite the appropriate sources in your answers. Exams will be administered during class time and will be open book and open note.

You must take the exam at the scheduled time unless you have a legitimate and documented excuse. If you cannot take the exam and have a legitimate excuse, you must notify me before the exam.

Class Facilitation

One of the most important skills for trainers is the ability to facilitate a group. This is a skill that is developed through practice. With a partner, you will have an opportunity to lead the class discussion for one class period. Your objective as class facilitators will be to help people learn the assigned material in an engaging way. Please meet with me one week prior to your assigned facilitation to discuss what you plan to do. Facilitation is worth up to 50 points and the evaluation criteria will be discussed in class. Your peers will be asked to evaluate your facilitation session and you will receive a summary of their evaluations. Their feedback is for developmental purposes only. Your grade will be assigned by me. Based on the feedback you receive on your facilitation, you will write a reflection paper discussing the strengths and weaknesses of your facilitation. Your facilitation reflection paper is due within 2 weeks after you receive your facilitation feedback from me.

Research Paper

In order to assist you in preparing to facilitate the class, each of you should write a brief review of the literature on your topic. To be clear, *you will each be writing your own paper*. The paper should help provide a knowledge base for your facilitation. Your review should be written in APA style. You and your partner may divide up your topic or each do a general review of the topic. Your paper should discuss the major theories and research on your topic. It should not be a string of article summaries without transitions or interpretations of the implications of the research findings. The Grading Rubric can be found on Blackboard.

Your papers should be turned in to me **two classes prior to your class facilitation session**. There will be a 5 point penalty per day for papers that are handed in late. Do NOT hand your papers in late.

DEPARTMENT OF PSYCHOLOGY POLICY ON INCOMPLETE GRADES AND WITHDRAWAL

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

DEPARTMENT OF PSYCHOLOGY POLICY ON PLAGIARISM

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>

DEPARTMENT OF PSYCHOLOGY WRITING POLICY

"As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing

requirements listed, the instructor will stop the grading process and return the paper to you. You will receive a grade of 0 on the paper unless you choose to rewrite the paper for partial credit.

Religious Accommodation

“SIUE’s policy on accommodation of student religious observances can be found at <http://www1.isg.siu.edu/policies/3g4.shtml>. Requests for such accommodations must be made in writing to the professor in advance of a scheduling conflict.”

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and Restore Illinois, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the COVID-19 People-Focused Health and Safety Policy, as well as the University’s Student Code of Conduct.

The full text of the COVID-19 People-Focused Health and Safety Policy can be found here:

<https://www.siu.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s COVID-19 People-Focused Health and Safety Policy and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions,

including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the SIUE COVID-19 website.
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs. Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of

record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.