PSYCHOLOGY OF EMPLOYEE DEVELOPMENT
PSYC 580
Fall 2022

Instructor:
Dr. Lynn Bartels
Office: Alumni Hall, Room 0121, Faculty Development office in LB 2049
Phone: 618-650-2569 or 618-650-2202 (Psychology Department)
e-mail: lbartel@siue.edu
Zoom link: https://siue.zoom.us/j/3118564925
Office Hours: Tuesdays 12:00-1:00 or by appointment

Course Description:
Employee Development is a part of the talent management process and involves improving employees’ work-related knowledge, skills and abilities. There are many organizational activities which contribute to 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:


Course Schedule

1. Introduction to Course  
   August 23
   Noe (2020) Chapters 1-2
   Aguinis (2019) Chapters 1-3

2. Feedback and Coaching  
   August 30
   Goal: Provide constructive performance feedback that focuses on behavior, minimizes defensiveness and leads to development and change

   Aguinis (2019) Chapter 9


3. Performance Appraisal Formats

**September 6**

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 constructive feedback

Aguinis (2019) Chapters 4, 5 and 6 (pages 153-175)


4. Training Evaluation

**September 13**

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

Noe (2020) Chapter 6


5. **Training Needs Assessment**  
**Goal:** Design and conduct a training needs assessment  

*Noe (2020) Chapter 3*


**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**  
**Goal:** Write training objectives with behaviors, conditions, and criteria  

*Noe (2020) Chapters 4 and 5*


**Training Interview Posts due.**

7. **Exam 1 Review and Speaker**  
**October 4**


*You will need to access your articles during the review session.*
Training Interview Theme postings due.

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

8. Exam 1  

9. Training Methods  
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 (2020) Chapters 7 and 8


Facilitators:

10. Training Final Topics  
Goals:
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


11. Raters, Training and Multisource Feedback

Goals:
1. Describe the strengths and limitations associated with different performance appraisal raters.
2. Describe an effective multisource feedback system
3. Discuss the impact of cultural differences on multisource feedback.
4. Discuss effective rater training programs
5. Describe rater errors and biases

Aguinis (2013) Chapter 8 (pages 238-248), Chapter 6 (pages 175-186), and Chapter 7 (pages 206-211)


**Facilitators:**

**ELECTION DAY---NO CLASS**

Performance Appraisal Interview posts due.

12. Employee Development and Career Management

Goals:
1. Describe an effective succession management system
2. Describe an effective onboarding program
3. Describe employee and leadership development techniques
4. Design a personal development plan

Noe (2020) Chapter 9
Aguinis (2019) Chapter 8 pages 225-238


Facilitators:

Performance Appraisal Interview Theme Posts Due

Project Checkpoint: Turn in Technical Report for feedback

Thanksgiving Break (No class) November 22

14. Practice Presentations and Final Review November 29
You will need to access your articles for the Final Review

15. Final Exam December 6
Conduct peer evaluation feedback sessions throughout the week.

Presentation Tuesday, December 13, 9:00-11:50 or as scheduled
Submit final technical report to organization and to me.

Conduct peer evaluations Week of December 12

Turn in reflection paper Thursday, December 15

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 50 points
Peer Evaluation Reflection Paper 10 points
Training Interview 15 points
Performance Management Interview 15 points
Feedback Homework 8 points

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. The format for the exams will be a combination of short answer (1 point) and essay (10 point) questions.

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**
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 (American Psychological Association) 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.siue.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.siue.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.siue.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.siue.edu/education/psychology/plagiarism.shtm

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.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.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.

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.

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.

Diversity and Inclusion
SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub https://www.siue.edu/csci is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEEdwardsville&layout_id=10.

Additional Support
Academic and Other Student Services
As an enrolled SIUE student, you have a variety of support available to you, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.
Cougar Care
Dealing with the fast-paced life of a college student can be challenging. It is important to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Technical Support
It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

Health and Safety
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.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces
- Students who forget to wear a face covering when masking is required 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 when masking is required 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 when masking is required 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
Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - Fever (100.4 degrees or above) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

**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 or quarantine. 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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.