



PSYC 580 – 001 Psychology of Employee Development
Wednesdays, 10:00 am - 12:50 pm
John Mason Peck Hall, Room 0303 | Fall Term 2023

Instructor: David Fisher, Ph.D.

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Zoom Link: <https://siue.zoom.us/j/2489978006> (appointment required)

Office Hours: Tuesday & Thursday, 12:15PM - 1:15PM (please email if you plan to attend)

COURSE TEXT AND ADDITIONAL REQUIREMENTS

- Noe (2020). Employee Training and Development (8th ed.). McGraw-Hill.
- Aguinis (2019). Performance Management (4th ed.). Chicago Business Press
- All other course materials will be made available on Blackboard (see below).
- Full technical requirements for students can be found here: <https://kb.siue.edu/104656>.

COURSE DESCRIPTION AND OBJECTIVES

Welcome to Psychology of Employee Development! The purpose of this course is to provide students with a foundation in the theory, research, and practice of employee training and performance appraisal. With regard to employee training, topics will include (but are not necessarily limited to) training needs assessment, instructional design, and training evaluation. For performance appraisal, topics will include (but are not necessarily limited to) appraisal purpose, appraisal system design, and implementation.

Student Learning Outcomes—upon completion of the course students should be able to:

- Demonstrate an understanding of important principles and/or concepts related to employee training and performance appraisal.
- Articulate important steps and procedures involved in creating, delivering, and evaluating a training program.
- Describe important steps and procedures involved in designing, implementing, and ensuring fairness in an appraisal system.
- Convey information about the theory, research, and practice of employee training and performance appraisal in written and verbal form.

COURSE STRUCTURE AND EVALUATION

Class time will consist of lectures, discussion, activities, and assessments that will help you develop a better understanding of the topic of employee development, including training and appraisal. It is important that you complete the required readings before coming to class. Likewise, all assignments and coursework are due before class on the date indicated in this syllabus. No late assignments will be accepted. Unless otherwise noted, all assignments, exams, and coursework will be submitted electronically via Blackboard. Grades are based on:

- **Syllabus Check & Electronic Device Agreement (2 points combined).** During the first week of the semester, students will be required to complete a syllabus check assignment and sign an electronic device agreement. Failure to complete these two items will result in the student being dropped from the class.
- **Multiple Choice Question Creation x12 (3 points each week, 36 points combined).** For each week (excluding the first week, exam weeks, and the project presentation week), students will submit three multiple choice questions created based on the assigned readings for the given week. A document will be provided with further information.
- **Class Facilitations x2 (40 points each, 80 points combined).** Students will conduct two class facilitations throughout the semester, one focusing on employee training and the other on performance appraisal. This will involve the student giving a presentation and facilitating a 1 hour 15 minute session related to a training/appraisal sub-topic, with the purpose of helping the student and class gain a deeper understanding of the chosen sub-topic. A week prior to the facilitation date, students will be required to submit the chosen sub-topic and a reading list on which their presentation/facilitation will be based, per the course schedule below. A document will be provided with further information, along with assigned dates for facilitation presentations.
- **Research Proposal or Applied Project (50 points).** Students will have the option of choosing to complete either a research proposal or an applied project. For the research proposal, students would write an 8–12-page paper proposing a research study focusing on employee training or performance appraisal. For the applied project, students would write an 8–12-page technical report describing an applied project focusing on either an employee training system or performance appraisal system. Students selecting the applied project option are responsible for finding and securing agreement from a client/organization, which then needs to be approved by the instructor. Regardless of which option is chosen, students will be required to submit their chosen topic as well as various drafts prior to the final submission, per the course schedule below. A document will be provided with further information.
- **Paper / Project Presentation (20 points).** Toward the end of the semester, students will give a presentation that summarizes either their research proposal or applied project (see above) to the class. A document will be provided with further information.
- **Exams x2 (50 points each, 100 points combined).** Students will complete two exams throughout the semester, one focusing primarily on employee training and the other on performance appraisal. Each exam will be made available on Blackboard for a 24-hour period on the day of the scheduled exam, per the course schedule below.
- **Professionalism (12 points).** Students are expected to behave in a professional manner. This includes, among other things, attending class, coming to class on time, attentively listening to lectures, contributing to discussions, and being respectful of others' comments and contributions. This also includes not being distracted, operating a cell phone, or using your computer for non-class related purposes (for example, surfing the Web, checking email, using Facebook, etc.).
- **Extra Credit (3 points):** Students have the option of providing a 2–3-page summary of a “suggested reading” listed below. Depending on the quality of the summary, students can receive additional points toward their final grade.

SUMMARY OF POINTS

Graded Item	Points	Percent
Syllabus Check & Device Agreement	2	0.67%
Multiple Choice Question Creation	36	12.00%
Class Facilitations x 2	80	26.67%
Research Paper or Applied Project	50	16.67%
Paper / Project Presentation	20	6.67%
Exams x2	100	33.33%
Professionalism	12	4.00%
Extra Credit	3	1.00%
Total Points (w/out Extra Credit):	300	100.00%
Total Points (w/ Extra Credit):	303	101.00%

FINAL GRADES

Percent in Course	Letter Grade
90-100%.....	A
80-89.99%.....	B
70-79.99%.....	C
60-69.99%.....	D
0-59.99%.....	F

COURSE SCHEDULE

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 01, 8/23	Overview of Course, Training, & Appraisal	<ul style="list-style-type: none"> • Bell, et al. (2017). 100 years of training and development research: What we know and where we should go. <i>Journal of Applied Psychology</i>, 102, 305–32. • DeNisi & Murphy (2017). Performance appraisal and performance management: 100 years of progress? <i>Journal of applied psychology</i>, 102, 421–433. • SUGGESTED: Salas et al. (2012). The science of training and development in organizations: What matters in practice. <i>Psychological Science in the Public Interest</i>, 13, 74-101. • SUGGESTED: Wildman et al. (2011). Performance measurement at work: A multilevel perspective. In S. Zedeck (Editor-in-chief), <i>APA handbook of industrial and organizational psychology</i> (Vol. 1, pp. 303-341). Washington, DC: American Psychological Association. 	—
Week 02, 8/30	Introduction to Training & Needs Assessment	<ul style="list-style-type: none"> • Noe textbook (Chapter 1). • Noe textbook (Chapter 3). • Morgeson & Dierdorff (2001). Work analysis: From technique to theory. In S. Zedeck (Editor-in-chief), <i>APA handbook of industrial and organizational psychology</i> (Vol. 2, pp. 3-41). Washington, DC: American Psychological Association. • SUGGESTED: Roberson et al. (2003). Using needs assessment to resolve controversies in diversity training design. <i>Group & Organization Management</i>, 28, 148-174. 	<ul style="list-style-type: none"> • Syllabus Check • Device Agreement • MC Questions • Wk. 3 Facilitation Topic & Readings • Paper/Project Topic
Week 03, 9/6	Instructional Design, Learning, & Transfer Student 1 Facilitation	<ul style="list-style-type: none"> • Noe textbook (Chapter 4). • Noe textbook (Chapter 5). • Grossman & Salas (2011). The transfer of training: What really matters. <i>International journal of training and development</i>, 15, 103-120. • SUGGESTED: Davenport et al. (2022). A lifespan development perspective and meta-analysis on the relationship between age and organizational training. <i>Personnel Psychology</i>, 75, 833-863. 	<ul style="list-style-type: none"> • MC Questions • Wk. 4 Facilitation Topic & Readings
Week 04, 9/13	Training Evaluation Student 2 Facilitation	<ul style="list-style-type: none"> • Noe textbook (Chapter 6). • Sitzmann & Weinhardt (2019). Approaching evaluation from a multilevel perspective: A comprehensive analysis of the indicators of training effectiveness. <i>Human Resource Management Review</i>, 29, 253-269. • Sitzmann et al. (2008). A review and meta-analysis of the nomological network of trainee reactions. <i>Journal of Applied Psychology</i>, 93, 280–295. • SUGGESTED: Arthur et al. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. <i>Journal of Applied psychology</i>, 88, 234–245. • SUGGESTED: Sackett & Mullen (1993). Beyond formal experimental design: Towards an expanded view of the training evaluation process. <i>Personnel Psychology</i>, 46, 613-627. • SUGGESTED: Yang et al. (1996). Statistical power and cost in training evaluation: Some new considerations. <i>Personnel Psychology</i>, 49, 651-668. 	<ul style="list-style-type: none"> • MC Questions

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 05, 9/20	Training Methods Guest Speaker	<ul style="list-style-type: none"> • Noe textbook (Chapter 7). • Noe textbook (Chapter 8). • Sitzmann et al. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. <i>Personnel psychology</i>, 59, 623-664. • SUGGESTED: Sitzmann & Johnson (2012). The best laid plans: Examining the conditions under which a planning intervention improves learning and reduces attrition. <i>Journal of Applied Psychology</i>, 97, 967-981. 	<ul style="list-style-type: none"> • MC Questions • Wk. 6 Facilitation Topic & Readings
Week 06, 9/27	Training Special Topics Student 3 Facilitation	<ul style="list-style-type: none"> • Lacerenza et al. (2017). Leadership training design, delivery, and implementation: A meta-analysis. <i>Journal of applied psychology</i>, 102, 1686-1718. • Salas et al. (2008). Does team training improve team performance? A meta-analysis. <i>Human factors</i>, 50, 903-933. • Bezrukova et al. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. <i>Psychological bulletin</i>, 142, 1227-1274. • SUGGESTED: Taylor et al. (2005). A meta-analytic review of behavior modeling training. <i>Journal of applied psychology</i>, 90, 692-709. 	<ul style="list-style-type: none"> • MC Questions • Wk. 7 Facilitation Topic & Readings • Paper/Project Draft1
Week 07, 10/4	The Bigger Picture Student 4 Facilitation	<ul style="list-style-type: none"> • Noe textbook (Chapter 2). • Noe textbook (Chapter 9). • SUGGESTED: Noe textbook (Chapter 10). • SUGGESTED: Noe textbook (Chapter 11). 	<ul style="list-style-type: none"> • MC Questions
Week 08, 10/11	Exam Day	—	<ul style="list-style-type: none"> • Exam 1 *by end of day
Week 09, 10/18	Job Performance & Appraisal Purpose Student 5 Facilitation	<ul style="list-style-type: none"> • Aguinis textbook (Chapter 1). • Aguinis textbook (Chapter 4). • Jawahar & Williams (1997). Where all the children are above average: The performance appraisal purpose effect. <i>Personnel Psychology</i>, 50, 905-925. • SUGGESTED: Motowidlo (2003). Job performance. In I. B. Weiner (Editor-in-chief), <i>Handbook of psychology: Industrial and organizational psychology</i> (Vol. 12, pp. 39-53). Hoboken, NJ: John Wiley & Sons, Inc. 	<ul style="list-style-type: none"> • MC Questions • Wk. 10 Facilitation Topic & Readings
Week 10, 10/25	Appraisal System Design Student 1 Facilitation	<ul style="list-style-type: none"> • Aguinis textbook (Chapter 5). • Aguinis textbook (Chapter 6). • Moon et al. (2016). Precarious curve ahead: The effects of forced distribution rating systems on job performance. <i>Human Resource Management Review</i>, 26(2), 166-179. • SUGGESTED: Harris & Schaubroeck (1988). A meta-analysis of self-supervisor, self-peer, and peer-supervisor ratings. <i>Personnel Psychology</i>, 41, 43-62. • SUGGESTED: Bommer, et al. (1995). On the interchangeability of objective and subjective measures of employee performance: A meta-analysis. <i>Personnel Psychology</i>, 48, 3-27. • SUGGESTED: Goffin et al. (1996). Criterion validation of two approaches to performance appraisal: The behavioral observation scale and the relative percentile method. <i>Journal of Business and Psychology</i>, 11, 23-33. • SUGGESTED: DeNisi et al. (1984). A cognitive view of the performance appraisal process: A model and research propositions. <i>Organizational Behavior and Human Performance</i>, 33, 360-396. 	<ul style="list-style-type: none"> • MC Questions • Wk. 11 Facilitation Topic & Readings • Paper/Project Draft2

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 11, 11/1	Accuracy & Rater Training Student 2 Facilitation	<ul style="list-style-type: none"> • Aguinis textbook (Chapter 7). • Wong & Kwong (2007). Effects of rater goals on rating patterns: Evidence from an experimental field study. <i>Journal of Applied Psychology</i>, 92, 577-585. • Woehr & Huffcutt (1994). Rater training for performance appraisal: A quantitative review. <i>Journal of Occupational and Organizational Psychology</i>, 67, 189-205. • SUGGESTED: Roch et al. (2012). Rater training revisited: An updated meta-analytic review of frame-of-reference training. <i>Journal of Occupational and Organizational Psychology</i>, 85, 370-395. • SUGGESTED: Murphy & Balzer (1989). Rater errors and rating accuracy. <i>Journal of Applied Psychology</i>, 74, 619-624. 	<ul style="list-style-type: none"> • MC Questions • Wk. 12 Facilitation Topic & Readings
Week 12, 11/8	Fairness & Communicating Results Student 3 Facilitation	<ul style="list-style-type: none"> • Aguinis textbook (Chapter 7). • Cannon & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. <i>Academy of Management Perspectives</i>, 19, 120-134. • Cawley et al. (1998). Participation in the performance appraisal process and employee reactions: A meta-analytic review of field investigations. <i>Journal of Applied Psychology</i>, 83, 615-633. • SUGGESTED: Kluger & DeNisi (1996). Effects of feedback intervention performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. <i>Psychological Bulletin</i>, 119, 254-284. • SUGGESTED: Erdogan (2002). Antecedents and consequences of justice perceptions in performance appraisals. <i>Human Resource Management Review</i>, 12, 555-578. 	<ul style="list-style-type: none"> • MC Questions • Wk. 13 Facilitation Topic & Readings
Week 13, 11/15	Appraisal Special Topics Student 4 Facilitation	<ul style="list-style-type: none"> • Aguinis textbook (Chapter 8). • Aguinis textbook (Chapter 9). • Aguinis textbook (Chapter 11). • SUGGESTED: Hoffman et al. (2012). Evidence for the effectiveness of an alternative multisource performance rating methodology. <i>Personnel Psychology</i>, 65(3), 531-563. • SUGGESTED: van Woerkom & Kroon (2020). The effect of strengths-based performance appraisal on perceived supervisor support and the motivation to improve performance. <i>Frontiers in Psychology</i>, 11, 1883. 	<ul style="list-style-type: none"> • MC Questions • Paper/Project Final
Week 14, 11/22	Thanksgiving	—	—
Week 15, 11/29	The Bigger Picture Student 5 Facilitation	<ul style="list-style-type: none"> • Aguinis textbook (Chapter 2). • Aguinis textbook (Chapter 3). • Adler et al. (2017). Getting rid of performance ratings: Genius or folly? A debate. <i>Industrial and Organizational Psychology: Perspectives on Science and Practice</i>, 9, 219-252. • SUGGESTED: Aguinis textbook (Chapter 10) • SUGGESTED: Posthuma & Campion (2008). Twenty best practices for just employee performance reviews. <i>Compensation & Benefits Review</i>, 40, 47-55. 	<ul style="list-style-type: none"> • MC Questions
Week 16, 12/6	Paper / Project Presentations	—	<ul style="list-style-type: none"> • Extra Credit
Week 17, TBD	Finals Week	—	<ul style="list-style-type: none"> • Exam 2 *by end of day

CLASS POLICIES AND OTHER INFORMATION

Blackboard/Paperless Class

All course announcements, assignments, and other postings will be done through Blackboard. To the extent possible, all documents will be provided electronically, as opposed to being printed out. Likewise, all assignments should be submitted electronically, as opposed to printed out. Blackboard will also serve as your primary means of communicating with your fellow students and me. It is your responsibility to ensure that the e-mail account that you have listed with the University is a valid and working account so that we can communicate effectively. Otherwise, you will be responsible for the lack of communication. Additional information and resources can be found at <https://www.siu.edu/its/bb/students/tutorials.shtml>.

Respect for Intellectual Property and NO Recording

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.siu.edu/policies/3c1.shtml>.

Changes to Syllabus and Class

The instructor reserves the right to make changes to this syllabus as currently presented, in order to accommodate the learning pace of students, and if such changes help achieve the learning objectives of this course. This includes the possibility of switching to online learning if circumstances make this necessary or prudent.

Emergency Situations

Under extreme circumstances, students will be allowed to submit assignments late without a penalty or reschedule an exam date. Such circumstances must be unforeseen, unavoidable, and of a serious nature (for example, car accidents, serious medical emergencies, deaths in the family, documented COVID diagnosis). In other words, printer jams, planned appointments, and similar excuses do not count. In all cases, written and verifiable documentation must be presented. I reserve final judgment with respect to whether a situation constitutes an extreme circumstance or not.

Academic Integrity/Plagiarism/Misconduct

This course adheres to the SIUE's policies and procedures related to academic misconduct. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment in the class, or dismissal from the University, per the SIUE academic dishonesty policy (<http://www.siu.edu/policies/1i6.shtml>). Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code (<http://www.siu.edu/policies/3c2.shtml>). Students are responsible for being familiar with these policies and procedures. The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited. This course will utilize 'Turn It In' plagiarism and AI detection software (<https://www.siu.edu/its/turnitin/>).

Student Support and Accommodations

Students needing accommodations because of medical diagnosis, major life impairment, or other life circumstances 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 to myaccess@siue.edu or by calling 618-650-3726. Students who qualify for accommodations should inform the instructor as soon as possible to arrange for their needs and obtain support for the class. In addition, students have access to counseling services on campus (<https://www.siue.edu/counseling/>). You can make an appointment by calling 618-650-2842.

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. The Hub (<https://www.siue.edu/csdi>) 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.

By providing your name, signature, and date below, you certify that you have read and understand all policies and information in this syllabus. If you have questions, please contact the instructor immediately.

Print name: _____

Signature: _____

Date: _____