

PSYCHOLOGY OF EMPLOYEE DEVELOPMENT
PSYC 580
Spring 2020

Instructor:

Dr. Lynn Bartels
Office: Alumni Hall, Room 0121
Phone: 618-650-2569 (Psychology Department) or 618-650-5448 (Faculty Center)
e-mail: lbartel@siue.edu
Office Hours: Tuesdays 12:00-1:00 or by appointment

Course Description:

Employee development is part of the talent management process and involves enhancing 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:

Noe, R. A. (2017). *Employee Training and Development* (7th ed.). McGraw-Hill/Irwin.
ISBN: 978-0-07-811285-0

Aguinis, H. (2019). *Performance Management* (4th ed.). Chicago Business Press
ISBN: 978-0-9988140-8-7.

Note: Using older editions of the textbooks has been problematic in the past and is not recommended.

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

Course Schedule

1. Introduction to Course

January 14

Noe (2017) Chapters 1-2

Aguinis (2013) Chapters 1-3

2. Feedback and Coaching

January 21

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

January 28

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 (2013) Chapters 4, 5 and 6 (pages 153-172)

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

February 4

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.supp> (Supplemental)

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

February 11

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:

6. Learning, Transfer, and Instructional Design

February 18

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.

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

Training interview postings due.

7. Exam 1 Review and Speaker

February 25

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

Training interview theme postings due.

8. Exam 1

March 3

Spring Break

March 9-13

9. Training Methods

March 17

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.

Facilitators:

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

10. Training Final Topics

March 24

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
4. Identify and discuss important themes in training research

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

Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). **100 years of training and development research: What we know and where we should go.** *Journal of Applied Psychology*, 102(3), 305-323. doi:10.1037/apl0000142 (drop)

Facilitators:

Training Interview Theme postings due.

11. 360-degree feedback

March 31

Goals:

1. Describe the strengths and limitations associated with different performance appraisal raters
2. Describe an effective 360 feedback system

Aguinis (2013) Chapter 8 and Chapter 6 pages 175-182

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.

Morgeson, F. P., Mumford, T. V., & Campion, M. A. (2005). Coming full circle: Using research and practice to address 27 questions about 360-degree feedback programs. *Consulting Psychology Journal: Practice and Research*, 57(3), 196–209. <https://doi.org/10.1037/1065-9293.57.3.196>

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 (keep)

Facilitators:

12. Employee Development and Career Management

April 7

Goals:

1. Describe an effective succession management system
2. Describe an effective onboarding program
3. Describe employee and leadership development techniques

Noe (2017) Chapter 9

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

Seibert, S. E., Sargent, L. D., Kraimer, M. L., & Kiazad, K. (2016). Linking developmental experiences to leader effectiveness and promotability: The mediating role of leadership self-efficacy and mentor network. *Personnel Psychology, 70* (2), 357-398.

Wolfson, M. A., Mathieu, J. E., Tannenbaum, S. I., & Maynard, M. T. (2019). Informal field-based learning and work design. *Journal of Applied Psychology, 104*(10), 1283–1295. <https://doi.org/10.1037/ap10000408>

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:

Performance Appraisal Interview postings due.

13. Final Performance Appraisal Topics

April 14

Goals:

1. Identify the legal issues impacting performance management
2. Discuss strategies for successful implementation of a performance management system
3. Discuss effective rater training programs
4. Describe rater errors and biases

Aguinis (2013) Chapters 7 (Implementation) and 10 (Reward Systems and Legal Issues)

Wang, W. M., Wong, K. F. E., & Kwong, J. Y. Y. (2010). The roles of rater goals and ratee performance levels in the distortion of performance ratings. *Journal of Applied Psychology, 95*(3), 546-561

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.

Nyberg, A. J., Pieper, J. R., & Trevor, C. O. (2016). Pay-for-performance's effect on future employee performance: Integrating psychological and economic principles toward a contingency perspective. *Journal of Management, 42*(7), 1753-1783.

Ledford, G., Benson, G., & Lawler, E. (2016). Aligning research and the current practice of performance management. *Industrial and Organizational Psychology*, 9(2), 253-260.

Facilitators: Adira and

Performance Appraisal Interview Theme Posts Due

Project Checkpoint: Turn in Technical Report for feedback

14. Practice Presentations and Final Review April 21

You will need to access your articles for the Final Review

15. Final Exam April 28

Conduct peer evaluation feedback sessions throughout the week.

Presentation Tuesday, May 5, 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	3 points per feedback
Training Evaluation Project	60 points
Peer Evaluation Reflection Paper	10 points
Training Interview	10 points
Performance Management Interview	10 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. 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 job as class facilitators will be to help people learn the assigned material in an engaging way. The module goals should assist you in making decision about what content to emphasize. 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 evaluation. 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 weeks 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.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.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.siue.edu/policies/3g4.shtml>. Requests for such accommodations must be made in writing to the professor in advance of a scheduling conflict.”