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Office Hours: By appointment

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. <u>Failure to complete these two items will result in the student being dropped from the class</u>.
  [approved level of AI use is 0; see table below]

- **Pretest-Posttest Assessments (5 points each, 10 points combined).** At the beginning and end of the semester, in class, students will complete brief multiple-choice assessments to document understanding of course material. Students will receive full credit for the pretest assessment, regardless of how many questions are answered correctly. For the posttest assessment, a student's score will be based on the number of questions correctly answered.
  [approved level of AI use is 0; see table below]

- **In-class Article Quizzes x11 (3 points each week, 33 points combined).** For most weeks, students will complete an in-class quiz. The quizzes will typically include multiple-choice questions focused on basic information about the week's readings.
  [approved level of AI use is 0; see table below]

- **Class Facilitations x2 (40 points each, 80 points combined).** Students (or groups of 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 (or group) giving a presentation and facilitating a 1 hour 15-minute session related to a training/appraisal sub-topic, with the purpose of helping the class gain a deeper understanding of the chosen sub-topic. A week prior to the facilitation date, the student (or group) 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 the presentations.
  [approved level of AI use is 1; see table below]

- **Research Proposal <u>or</u> 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. <u>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.</u> 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.
  [approved level of AI use is 1; see table below]

- **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.
  [approved level of AI use is 4; see table below]

- **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. The exams will take place in a reserved computer lab, during regularly scheduled class time. Students will be allowed to use printed-out notes.
[approved level of AI use is 0; see table below]

- **Professionalism (5 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.).
  [approved level of AI use is N/A]

- **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.
  [approved level of AI use is 0; see table below]

SUMMARY OF POINTS

Graded Item	Points	Percent
Syllabus Check & Device Agreement	2	0.67%
Pretest-Posttest Assessments	10	3.33%
In-class Article Quizzes	33	11.00%
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	5	1.67%
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, 8/20	Overview of Course • In-class pretest	—	—
Week 02, 8/27	Intro to Training • In-class article quiz	• Noe textbook (Chapter 1). • Bell, et al. (2017). 100 years of training and development research: What we know and where we should go. Journal of Applied Psychology, 102, 305–32. • SUGGESTED: Salas et al. (2012). The science of training and development in organizations: What matters in practice. Psychological Science in the Public Interest, 13, 74-101.	• Syllabus Check • Device Agreement • Wk. 3 Facilitation Topic & Readings • Paper/Project Topic
Week 03, 9/3	Needs Assessment • In-class article quiz • Facilitation 1a	• Noe textbook (Chapter 3). • Morgeson & Dierdorff (2001). Work analysis: From technique to theory. In S. Zedeck (Editor-in-chief), APA handbook of industrial and organizational psychology (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. Group & Organization Management, 28, 148-174.	• Wk. 4 Facilitation Topic & Readings
Week 04, 9/10	Instructional Design, Learning, & Transfer • In-class article quiz • Facilitation 1b	• Noe textbook (Chapter 4). • Noe textbook (Chapter 5). • Grossman & Salas (2011). The transfer of training: What really matters. International journal of training and development, 15, 103-120. • SUGGESTED: Davenport et al. (2022). A lifespan development perspective and meta-analysis on the relationship between age and organizational training. Personnel Psychology, 75, 833-863.	• Wk. 5 Facilitation Topic & Readings
Week 05, 9/17	Training Evaluation • In-class article quiz • Facilitation 1c	• Noe textbook (Chapter 6). • Sitzmann & Weinhardt (2019). Approaching evaluation from a multilevel perspective: A comprehensive analysis of the indicators of training effectiveness. Human Resource Management Review, 29, 253-269. • Sitzmann et al. (2008). A review and meta-analysis of the nomological network of trainee reactions. Journal of Applied Psychology, 93, 2 80–295. • SUGGESTED: Arthur et al. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. Journal of Applied psychology, 88, 234–245. • SUGGESTED: Sackett & Mullen (1993). Beyond formal experimental design: Towards an expanded view of the training evaluation process. Personnel Psychology, 46, 613-627. • SUGGESTED: Yang et al. (1996). Statistical power and cost in training evaluation: Some new considerations. Personnel Psychology, 49, 651-668.	• Wk. 6 Facilitation Topic & Readings

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 06, 9/24	Training Additional Topics • In-class article quiz • Facilitation 1d	• Noe textbook (Chapter 7). • Noe textbook (Chapter 8). • Sitzmann et al. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. Personnel psychology, 59, 623-664. • SUGGESTED: Lacerenza et al. (2017). Leadership training design, delivery, and implementation: A meta-analysis. Journal of applied psychology, 102, 1686–1718. • SUGGESTED: Salas et al. (2008). Does team training improve team performance? A meta-analysis. Human factors, 50, 903-933. • SUGGESTED: Bezrukova et al. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. Psychological bulletin, 142, 1227–1274. • SUGGESTED: Taylor et al. (2005). A meta-analytic review of behavior modeling training. Journal of applied psychology, 90, 692–709. • SUGGESTED: Noe textbook (Chapter 2). • SUGGESTED: Noe textbook (Chapter 9). • SUGGESTED: Noe textbook (Chapter 10). • SUGGESTED: Noe textbook (Chapter 11).	• Wk. 7 Facilitation Topic & Readings • Paper/Project Draft 1
Week 07, 10/1	Individual Student Mtgs. • Facilitation 1e	—	—
Week 08, 10/8	Exam Week • Exam in computer lab	—	• Wk. 9 Facilitation Topic & Readings
Week 09, 10/15	Intro to Perf. Appraisal, & Appraisal Purpose • In-class article quiz • Facilitation 2a	• Aguinis textbook (Chapter 1). • Aguinis textbook (Chapter 4). • DeNisi & Murphy (2017). Performance appraisal and performance management: 100 years of progress? Journal of applied psychology, 102, 421–433. • SUGGESTED: Jawahar & Williams (1997). Where all the children are above average: The performance appraisal purpose effect. Personnel Psychology, 50, 905-925. • SUGGESTED: Motowidlo (2003). Job performance. In I. B. Weiner (Editor-in-chief), Handbook of psychology: Industrial and organizational psychology (Vol. 12, pp. 39-53). Hoboken, NJ: John Wiley & Sons, Inc. • SUGGESTED: Wildman et al. (2011). Performance measurement at work: A multilevel perspective. In S. Zedeck (Editor-in-chief), APA handbook of industrial and organizational psychology (Vol. 1, pp. 303-341). Washington, DC: American Psychological Association.	• Wk. 10 Facilitation Topic & Readings
Week 10, 10/22	Appraisal System Design 1 • In-class article quiz • Facilitation 2b	• Aguinis textbook (Chapter 5). • Moon et al. (2016). Precarious curve ahead: The effects of forced distribution rating systems on job performance. Human Resource Management Review, 26(2), 166-179. • SUGGESTED: Harris & Schaubroeck (1988). A meta-analysis of self-supervisor, self-peer, and peer-supervisor ratings. Personnel Psychology, 41, 43-62. • SUGGESTED: Bommer, et al. (1995). On the interchangeability of objective and subjective measures of employee performance: A meta-analysis. Personnel Psychology, 48, 3-27.	• Wk. 11 Facilitation Topic & Readings • Paper/Project Draft 2

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 11, 10/29	Appraisal System Design 2 • In-class article quiz • Facilitation 2c	• Aguinis textbook (Chapter 6). • DeNisi et al. (1984). A cognitive view of the performance appraisal process: A model and research propositions. Organizational Behavior and Human Performance, 33, 360-396. • SUGGESTED: Goffin et al. (1996). Criterion validation of two approaches to performance appraisal: The behavioral observation scale and the relative percentile method. Journal of Business and Psychology, 11, 23-33.	• Wk. 12 Facilitation Topic & Readings
Week 12, 11/5	Accuracy & Rater Training • In-class article quiz • Facilitation 2d	• Aguinis textbook (Chapter 7). • Wong & Kwong (2007). Effects of rater goals on rating patterns: Evidence from an experimental field study. Journal of Applied Psychology, 92, 577-585. • Woehr & Huffcutt (1994). Rater training for performance appraisal: A quantitative review. Journal of Occupational and Organizational Psychology, 67, 189-205. • SUGGESTED: Roch et al. (2012). Rater training revisited: An updated meta-analytic review of frame-of-reference training. Journal of Occupational and Organizational Psychology, 85, 370-395. • SUGGESTED: Murphy & Balzer (1989). Rater errors and rating accuracy. Journal of Applied Psychology, 74, 619-624.	• Wk. 13 Facilitation Topic & Readings
Week 13, 11/12	Fairness & Communicating Results • In-class article quiz • Facilitation 2e	• Aguinis textbook (Chapter 7). • Cannon & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. Academy of Management Perspectives, 19, 120-134. • Cawley et al. (1998). Participation in the performance appraisal process and employee reactions: A meta-analytic review of field investigations. Journal of Applied Psychology, 83, 615-633. • SUGGESTED: Posthuma & Campion (2008). Twenty best practices for just employee performance reviews. Compensation & Benefits Review, 40, 47-55. • SUGGESTED: Kluger & DeNisi (1996). Effects of feedback intervention performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119, 254-284. • SUGGESTED: Erdogan (2002). Antecedents and consequences of justice perceptions in performance appraisals. Human Resource Management Review. 12, 555-578.	• Wk. 14 Facilitation Topic & Readings • Paper/Project Final
Week 14, 11/19	Appraisal Additional Topics • In-class article quiz • Facilitation 2f	• Adler et al. (2017). Getting rid of performance ratings: Genius or folly? A debate. Industrial and Organizational Psychology: Perspectives on Science and Practice, 9, 219–252. • SUGGESTED: van Woerkom & Kroon (2020). The effect of strengths-based performance appraisal on perceived supervisor support and the motivation to improve performance. Frontiers in Psychology, 1883. • SUGGESTED: Aguinis textbook (Chapter 2). • SUGGESTED: Aguinis textbook (Chapter 3). • SUGGESTED: Aguinis textbook (Chapter 8). • SUGGESTED: Aguinis textbook (Chapter 9). • SUGGESTED: Aguinis textbook (Chapter 10) • SUGGESTED: Aguinis textbook (Chapter 11).	—

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 15, 11/26	No Class - Thanksgiving	—	—
Week 16, 12/3	Paper / Project Presentations • In-class posttest	—	• Extra Credit
Week 17, 12/10	Finals Week • Exam in computer lab	—	—

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.siue.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.siue.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.siue.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.siue.edu/policies/3c2.shtml). Students are responsible for being familiar with these policies and procedures.

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 the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or eoa-titleix@siue.edu.

Statement on Artificial Intelligence (AI) Use

Artificial Intelligence (AI) is a powerful tool that can improve efficiency and productivity. However, when judging the utility of AI, it is necessary to consider the context of use. Whereas AI is helpful in many occupational and personal contexts, the use of AI in educational settings can be problematic, as reliance on AI can inhibit the quality and depth of learning. This class uses the following principles that students must follow in relation to AI use:

- *Principle 1. Permission must be obtained, not assumed.* Different instructors and faculty may have different policies about the use of AI. If a student is considering using AI for a class or program-related assignment or requirement, the student should explicitly ask the instructor or faculty whether AI use is approved or not. Approval of use should be documented in writing (e.g., text in syllabus, email from instructor/faculty).

- *Principle 2. Be specific about nature of use.* AI can be used in different ways. When discussing AI use with instructors or faculty, students should be specific about how AI was or will be used. The table below describes various levels of AI use and can serve as

a framework for discussions with instructors and faculty. (See approved levels for each assignment above).

Level	Description	Example
0	No use of AI permitted	N/A
1	Organizational use of AI	Student creates their own, original work without the use of AI; however, AI is used for efficiency-related preparatory purposes (i.e., summarizing notes/readings, clarifying content).
2	Use of AI for brainstorming or idea generation	Student consults AI as a tool for brainstorming or idea generation, but creates their own, original work without the use of AI.
3	Use of AI for feedback	Student creates their own work, then uses AI as a tool to provide feedback on their work; the student uses feedback from AI to conduct their own revisions of their own work, such that the submitted work is AI-supported, but not fully AI created.
4	Use of AI to co-create and revise work	Student uses AI to develop drafts/outlines of their work but carefully edits and revises AI-created content as appropriate for their learning context.
5	Unrestricted use of AI	Student freely uses AI in any form.

Note. Table adapted from: https://prodev.illinoisstate.edu/ai/usage/

- ***Principle 3. Disclosure of use must be made.*** If a student uses AI in any way for a class or program-related assignment or requirement, the student must disclose in writing (e.g., email to instructor/faculty, footnote in document, statement in assignment) how specifically AI was used (see table above).

- ***Principle 4. When in doubt, ask.*** If a student is uncertain about whether their conduct or use of AI is permissible or not, it is important that the student explicitly asks for clarification from the instructor or faculty member responsible for the assignment or program requirement in question.

Misuse of AI is considered academic misconduct. This course will utilize 'Turn It In' (https://www.siue.edu/its/turnitin/) and other plagiarism and/or AI detection software.

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: _____