

Performance Management Systems
PSYC 5329

<u>Class Information</u>	<u>Instructor Information</u>
Term: Spring, 2012 (January 23– May 8, 2010) Time: Monday (1:00 – 4:20 p.m.) Location: LS Building, Room 428 Credit hours: 3 Websites: www.uta.edu/faculty/scielzo ; http://elearn.uta.edu	Shannon Scielzo, Ph.D. Office Hours: Wednesdays, 11:00-12:00 p.m., and by appointment. Email: scielzo@uta.edu Office Phone: 817-272-5464

Course Description:

This course is designed to introduce students to performance management. Students will become familiar with theory in the area, and obtain some applied performance management skills. Topics including performance appraisal and feedback, individual assessment, sources of performance information, development and training, criterion theory and development, and job analysis will be covered.

Course Presentation:

This is a relatively applied course that attempts to teach the basics of the topics covered through hands-on projects, group collaboration, and active participation in class lectures. Thus, in order to maximize learning in this course it is important that everyone participates in class discussion, such as by contributing personal examples or ideas, and by asking questions. It is imperative that the values, questions, and comments presented by other individuals in this classroom be respected. Every individual will bring with him/her unique and diverse perspectives from which we can all benefit.

Required Readings:

Cascio, W. F. & Aguinis, H. (2005). *Applied Psychology in Human Resource Management (6th ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall. (ISBN 0-13-148410-9)

Brannick, M. T. & Levine, E. L. (2002). *Job analysis: Methods, research, and applications for human resource management in the new millennium*. Thousand Oaks, CA: Sage. (ISBN: 0-8039-7202-4)

Journal articles (See the article references at the end of this document).

Assessment of Progress Toward Objectives

Exams: There will be two take-home exams; a midterm and a comprehensive final exam. Exams will cover material from lectures, readings, and any other assignments given. You are expected to work independently on exams, and you will be given a course grade of “F” if you fail to behave in accordance with UTA’s guidelines on academic integrity.

Group Performance Evaluation Project: You will practice your skills by improving upon/creating a performance evaluation system, working in a group (assigned by the instructor). This project will be time-intensive – thus, you need to begin this project as soon as possible.

Below is a basic outline of the general criteria for the project. Be sure when addressing these points that you demonstrate mastery of the topics you are discussing. Additional information will be provided during the course of the semester.

- Job Analysis
 - Job title
 - Job description
 - Information regarding compensation
 - Indicators of work performance
 - Tools and equipment
 - Detailed information about the process
 - Subject matter expert information
 - Approaches selected, and supporting rationale
 - Tasks
 - KSAOs
 - Linkage Matrix
 - Other Potential Issues:
 - Information regarding similar jobs/other organizations
 - Training Needs
 - Discuss compensatory issues when applicable
 - Distinction of dispositional variables and malleable variables
 - Provide data/figures/graphs whenever possible
- Performance Appraisal
 - Purpose
 - Who will use it?
 - What decisions might be made with information from this process?
 - Who will conduct the performance appraisal?
 - Why?
 - Limitations?
 - Will training be needed?
 - If not, explain why
 - Provide training, and explain why that approach was taken
 - If there is a current performance appraisal process, what are the problems with it? How are you improving it? What approach did they take in developing it?
 - What performance criteria did you select, and why?
 - Number of dimensions?
 - Representativeness of important components of job?

- What has been excluded?
 - How often will the assessment be used?
 - How long does the assessment process take?
 - Feedback
 - What type of information will be provided?
 - Who will provide the feedback?
 - Who will have access to this information?
 - Limitations
 - What other steps need to be taken?
 - Validation?
 - Other concerns?
 - Instruction manual
- Materials
 - Include all applicable materials (e.g., copies of previously conducted job analyses, performance appraisals, your materials, etc.)
- References
- General Criteria
 - The manual should be written following APA 6th edition guidelines
 - Include appropriate headings/subheadings to facilitate communication of your ideas
 - The document should be free of spelling/grammatical errors
 - There is no minimum nor maximum page requirement for this project. - However, I expect that your arguments should be well supported.

I am expecting to receive numerous drafts and provide feedback to you for this project, under the understanding that feedback will be provided to you within a two-week period. Failure to seek feedback during the course of the completion of your project will likely result in a lower grade, as you will probably fail to address issues/concerns that I might otherwise have brought to your attention. Furthermore, to monitor your progress, be prepared to provide updates (and drafts as requested) each and every class session. Failure to do so will also result in a lower grade.

The final project is due **May 4**, at 4:00 p.m. The project should be submitted in a professional manner – in one or more binders, with appropriate dividers and a table of contents for each binder (when applicable). Furthermore, the project must also be submitted electronically.

Class Assignments and Participation: You are expected to attend every class session, participate in class discussions and activities, and come prepared for class. Coming prepared means that you are ready to discuss the assigned readings (you may be called on at random to summarize and lead discussion on class readings) and have adequately completed any assignments that are due.

If you have missed no more than 1 class activity, you will receive 100% (i.e., the full 20 % of your total grade) for participation. If you miss 2 activities, your assignment and participation grade will be reduced to 75%. If you miss 3 activities, your assignment and participation will be reduced to 50%. If you miss 4 activities, it will drop to 25%. And, if you miss 5 or more, your assignment and participation grade will be 0%. If you must miss a class for a religious holiday/purpose, please notify me know at your earliest convenience.

Quizzes: Quizzes will be periodically administered to assess student learning, covering material from class readings and lectures. Quiz grades will be averaged.

Criteria for Grade:

Midterm Exam	20%
Comprehensive Final Exam	20%
Quizzes	20%
Group Performance Evaluation Project	20%
Class Assignments & Participation	20%

Overall Course Evaluation:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

Course Prerequisites:

Graduate standing or permission of instructor. However, it is recommended that students entering this class have a strong statistical background and be well-versed in psychological concepts/principles.

Student Code of Conduct:

Students who engage in any activities that lead to classroom disruption may be directed to leave the class, may be withdrawn from the class, receive a disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

“Copying another student’s paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If one or more words in sequence are taken from a source those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>”

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Drop for Non-payment of Tuition:

If you are dropped from this class for non-payment of tuition, you may secure an Enrollment Loan through the Bursar’s Office. You may not continue to attend class until your Enrollment Loan has been applied to outstanding tuition fees.

Withdrawal Deadline: The last day to drop this class without academic penalty is April 2nd.

Syllabus Changes: I reserve the right to make changes to this syllabus or course schedule according to the learning needs of the class.

Your Success! As a final note, it is very important to me that you succeed in this course. I hope that you enjoy this course, successfully complete it, and benefit from the concepts that you learn from it in the future. Please contact me with any concerns or problems that you may have.

Tentative Course Schedule

Date	Topic	Reading
Jan. 23	Introduction	Cascio, Chapter 1
Jan. 30	Criterion Theory And Development Census Date, February 1	Borman Cascio, Chapter 4
Feb. 6	Job and Task Analysis	Brannick Chapters 1-6
Feb. 13	Job and Task Analysis Contd.	Brannick Chapters 7-10 Morgeson Sanchez
Feb. 20	Performance Appraisal and Feedback	Cascio, Chapter 5 Cawley Arvey Fecteau Hesley
Feb. 27	Performance Appraisal and Feedback Contd.	Whiting Woer Keeping Heidemeier Golden
Mar. 5	Mid Term Exam	
Mar. 12	Spring Break	
Mar. 19	Training and Development	Cascio, Chapters 15 & 16 Goldstein Bjornberg Uggerslev
Mar. 26	Training and Development Contd. Last Day to Drop Classes, March 30	Arthur Attia Smith-Jentsch Alliger Salas (2001) Allen

Apr. 2	Individual Differences and Assessment	Cascio, Chapters 6 & 7 Schmidt (2009) Hurtz Schmidt (2002) Drasgow Viswesvaran Conway
Apr. 9	Team Performance and Assessment	Barrick Guzzo Mesmer-Magnus Hulsheger Salas (2008)
Apr. 16	Compensation, Additional Measurement Concerns	Gerhart Cronbach Campbell Meade Cascio, Chapter 8
Apr. 23	Human Factors/Human System Interaction	Handouts
Apr. 30	Presentations	
Final Exam	Final Due Monday May 7 @ 1:30 p.m.	

Article References

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- Golden, T. D., Barnes-Farrell, J. L., & Masharka, P. B. (2009). Implications of virtual management for subordinate performance appraisals: A pair of simulation studies. *Journal of Applied Social Psychology*, 39(7), 1589-1608.
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Note: Additional readings may be added.