PSYC 7610
Performance Appraisal
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

REQUIRED TEXTBOOKS


COURSE DESCRIPTION

Prerequisite: Permission of Instructor. Methods, theory, and applications in the measurement of work performance as related to administrative, developmental, and feedback functions.

The topics to be covered are stated in the current VSU Graduate Catalog and appear as chapter headings in the primary texts. Statistics and computer usage are required in this class. The texts, BlazeVIEW, individual and group presentations, class discussions, reserved materials found in the library, email, websites, internet searches, Professor Bauer's lectures, job samples, out of class assignments, plant visits, etc., define the knowledge base for the class and from which examination are prepared.
COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

3. Conduct job analyses for use in personnel selection, appraisal, training, and job design.

4. Demonstrate use of ethical behavior and know legal requirements when developing and using personnel/organizational tools.

7. Apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.

8. Develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.
## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

<table>
<thead>
<tr>
<th>M.S. I/O Outcomes</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. conduct job analyses for use in personnel selection, appraisal, training, and job design.</td>
<td>Lectures, readings, BLAZEVIEW, ppt, periodicals, researching and writing job analysis related to performance appraisal, data set analysis</td>
<td>Quizzes, examinations, BLAZEVIEW postings, performance appraisal reports, presentations</td>
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<tr>
<td>4. demonstrate use of ethical behavior and know legal requirements when developing and using personnel/organizational tools.</td>
<td>Lectures, readings, BLAZEVIEW, ppt, periodicals, researching and writing job analysis related to performance appraisal, data set analysis</td>
<td>Quizzes, examinations, BLAZEVIEW postings, performance appraisal reports, presentations</td>
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<td>7. apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.</td>
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COURSE EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>3-5 Tests</td>
<td>50</td>
</tr>
<tr>
<td>One Research Paper</td>
<td>15</td>
</tr>
<tr>
<td>Completed Performance Appraisal Studies</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes, Class Participation, Presentations</td>
<td>20</td>
</tr>
<tr>
<td>BlazeVIEW, Job Samples</td>
<td>100</td>
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</tbody>
</table>

Four or five tests are planned. Test dates are announced at least one class prior to the test. Given the class size tests will usually be multiple choice, may also contain essay, short answer, etc. Quizzes should be expected every week.

ATTENDANCE POLICY

Although this class is a hybrid when there is a Face-to-Face (F2F) class you are expected to be in class and participate at a high, professional level. Each absence lowers your grade by 3%.

PROFESSIONALISM

Attendance and participation are required. Expect weekly quizzes. Please read your VSU Graduate Student Handbook concerning absences.

One research paper is required of students taking this course and it must emphasize an issue in performance appraisal…strange but true. This paper is to be at least ten (10) typewritten pages in length and must include at least ten (10) recent periodical references, professional primary sources only, not including class texts. Do not use Wikipedia, Time, Newsweek, Vogue, Oprah, Dr. Phil, FaceBook, Wired, etc. The topic is to be chosen in consultation with and approved in writing by the course instructor in advance of writing the paper. Include a copy of approval email and a copy of first page from each source with paper. The American Psychological Association publication format, most recent edition, is to be used. The topic is to be decided by midterm and the paper is due the last class meeting.

Students are expected to earn a grade of "A" or "B" on all examinations, to participate at a very high level, and to make presentations in a professional manner. Let us get started!

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.
The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

**ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.
STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

Name: Robert Bauer, Ph.D.
Office Number: PB 2211
Telephone Number: 229.333.5930
Email Address: bbauer@valdosta.edu
Office Hours: When we meet F2F, before and after class, online, or by appointment.
Website: http://www.valdosta.edu/coe/psychology/
M.S. I/O Psychology Degree

List of Educational Outcomes

Graduates of the I/O Program will:

1. utilize basic research designs to conduct laboratory and field studies as related to human resources and organizational issues.
2. collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures.
3. conduct job analyses for use in personnel selection, appraisal, training, and job design.
4. demonstrate use of ethical behavior and know legal requirements when developing and using personnel/organizational tools.
5. develop, administer, and evaluate human resource programs related to skill acquisition, training, and career development.
6. select, utilize, and evaluate appropriate motivational and behavior modification strategies in the context of human resource management.
7. apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.
8. develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.
9. demonstrate an understanding of the relationship and interaction of social and technical environments.

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<thead>
<tr>
<th>Course</th>
<th>Expected Outcomes</th>
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<tbody>
<tr>
<td>PSYC 5800  Industrial/Organizational Psychology</td>
<td>1,2,3,4,5,6,7,8, and 9, Introductory Level</td>
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<tr>
<td>PSYC 7600  Personnel Selection</td>
<td>3 and 4, Developmental Level</td>
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<tr>
<td><strong>PSYC 7610  Performance Appraisal</strong></td>
<td><strong>3,4,7, and 8, Developmental Level</strong></td>
</tr>
<tr>
<td>PSYC 7690  Professional Issues in I/O Psychology</td>
<td>1,4,5,8, and 9, Developmental Level</td>
</tr>
<tr>
<td>PSYC 7670  Social Psychology</td>
<td>7 and 9, Developmental Level</td>
</tr>
<tr>
<td>PSYC 7961  I/O Psychology Practicum I</td>
<td>1,2,3,4,5,6,7,8, and 9, Advanced Level</td>
</tr>
<tr>
<td>PSYC 7962  I/O Psychology Practicum II</td>
<td>1,2,3,4,5,6,7,8, and 9, Advanced Level</td>
</tr>
<tr>
<td>PSYC 8000  Research Design and Analysis</td>
<td>1 and 2, Developmental Level</td>
</tr>
<tr>
<td>PSYC 8350  Psychology of Motivation</td>
<td>6 and 7, Developmental Level</td>
</tr>
<tr>
<td>PSYC 8360  Human Resource Development</td>
<td>3,4,5, and 7, Developmental Level</td>
</tr>
<tr>
<td>PSYC 8370  Human Factors Psychology</td>
<td>3,5, and 7, Developmental Level</td>
</tr>
<tr>
<td>PSYC 8610  Behavior Modification</td>
<td>5 and 6, Developmental Level</td>
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