PSYC*7020, Course Outline: Fall 2021

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

Due to the COVID-19 pandemic, this course may be offered in an alternative format: Alternative Delivery Synchronous (AD-S) with specific days and times for virtual class lecture.

Course Title: Employee Performance

Course Description: This course focuses on issues that related to employee performance. Individuals and organizations are interested in maximizing the contributions of employees at work. This course focuses on models of job performance, performance distributions, dynamic performance, performance appraisal, predictors and ways to improve performance, as well as other job performance related topics.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Fall 2021

Class Schedule and Location: 8:30-11:20AM Fridays ALEX 309

Instructor Information

Instructor Name: Jeffrey Spence
Instructor Email: spencejr@uoguelph.ca
Office location and office hours: 10:30 -11:30am on Tuesday

GTA Information

No TA for this course.

Course Content

Specific Learning Outcomes:

1) Depth and Breadth of Understanding: Students should be able to: demonstrate mastery of a body of knowledge; gather, review, evaluate, and interpret information; compare the merits of alternate hypotheses in core areas of I/O psychology; and critically evaluate the limits of their own knowledge and how these limits influence analysis.

2) Reading Comprehension: The understanding of theoretical and empirical literature on job performance and related topics. Students should demonstrate a well-developed ability to extract theoretical and empirical information from complex psychological articles, and to generate ideas and questions from written text in the field of psychology.

3) Inquiry and Analysis: A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed conclusions or judgments. Students should be able to: ask and attempt to answer many questions from a critical perspective, develop novel hypotheses to explore further possibilities, and plan quality research.

4) Methodological Literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. Students should be able to: design appropriate methodologies for novel psychological research situations, and tailor methodologies to particular populations and circumstances.

5) Written Communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles. Students should: write in a sophisticated manner clearly conveying their message to a target audience, use a breadth of vocabulary appropriate to the discipline of psychology, effectively edit their own work; and avoid grammar, spelling, and structural errors.

6) Oral Communication: Includes interpersonal skills, oral speaking and active listening as they apply to the class topic. Students should be able to demonstrate the ability to present information in ways that the receiving party can easily understand, exhibit confidence as a public speaker, facilitate discussion of complex concepts effectively, actively listen, reflect upon, and respond effectively to questions while acknowledging limitations to one's psychological knowledge.

Lecture Content:

Block 1: Defining and understanding job performance
Week 1: Orientation, schedule presentation and discussion leading. Statistics/methods orientation and review.
Week 2: What is job performance? Models and definitions of job performance and a framework for the course

Week 3: Performance distributions I (presentations start)
Week 4: Performance distributions II
Week 5: Dynamic Performance

Block 2: Measuring job performance
Week 6: Performance appraisal and Performance Management
Week 7: Performance rating context
Week 8: Future of performance appraisals?

Block 3: Individual Difference Predictors
Week 9: General mental ability and job performance
Week 10: Personality, emotional intelligence, and job performance

Block 4: Improving Performance
Week 11: Ability x Motivation
Week 12: Grit

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
In-class participation	Graded each week.	30%	1-6
Weekly discussion questions	Graded each week.	20%	1-5
Discussion leading	Scheduled throughout term.	5%	1-6
Presentation	Scheduled throughout term.	20%	1-6
Final paper	Dec 6	25%	1-5

Additional Notes (if required):

In-class participation (30%). Being present physically (attendance) and psychologically (active listening, participating, and refraining from other activities during presentations, discussions, and practical exercises (e.g., off topic phone and laptop activity). Each class students will receive a grade between 0-5. Refraining from off topic activities = 2 points, 1 point for listening, 2 points for participating. Unaccounted for absence results in a grade of 0/5 for the week. 12 classes each worth 5 points = 60 points total.

Weekly discussion questions (20%). Every week that there are assigned discussion readings (weeks 3 through 12), students will be required to submit questions to facilitate the discussion period. For each of the assigned readings, students need to submit 5 questions that are intended to facilitate in-class discussion. Students will receive a grade out of 4 for turning in their questions: 2 points for completion and 2 points for demonstrating effort and thought in generating questions.

What to avoid: Your comments should not consist of a summary of what you have read. Your comment should not consist of things you do not understand in the readings.

Ideas for discussion comments: Is adequate support provided for the conclusions? Are there alternative explanations? Do the results conflict with other findings or theory? Are there practical applications that the findings could inform? Is there a next experiment that you can propose that would extend the research?

Discussion Leading (5%). Each week a student will be responsible for assisting in leading the in-class discussion. You need to come to class with a prepared list of questions, comments, observations, and critical evaluations that you wish to pose to the class as a result of the readings. At the beginning of class, you need to hand in your list of questions, comments, observations, and critical evaluations.

Presentation (20%). On chosen topic provided in course outline. Presentations will be scored out of 100. Goal of presentation is to educate and instruct class on the selected topic/question and to practice presentation skills.

Final Paper (25%). Students will submit an op-ed style response paper ("a clear thesis, backed by rigorously arranged evidence, that serves persuasive argument") students are select a topic related to course content. It is advised to have the topic approved by course instructor. The op-ed response must be informed by course content.

Final examination date and time: No final exam.

Course Resources

Required Texts:

Weekly readings will be acquired independently by students. References for readings are provided in course outline.

Other Resources:

Courselink website will contain all other relevant information or materials.

Field Trips:
No field trips.

Additional Costs:
No additional costs.

Course Policies

Grading Policies

All assignments will be graded in accordance with standards established by the University of Guelph. Graduate Grade interpretation

Failure to present selected topic will result in grade of zero.
Discussion questions submitted after the start of class will receive a grade of zero.
Final papers submitted after December 6th will be penalized 10% each day.

Please note that these policies are binding unless academic consideration is given to an individual student.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Student Rights and Responsibilities when Learning Online

Privacy Rights
Lectures held via Virtual Classroom on Courselink may be recorded for the purpose of posting them for students. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Online behaviour
According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:
Grounds for Academic Consideration

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and

students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) **.**

Drop date

The last date to drop one-semester courses, without academic penalty, is December 3, 2021. For regulations and procedures for Dropping Courses, see [Current Graduate Calendar](#)

Course Schedule:
Readings, Topics, and Practical Exercises
(The content and schedule may be subject to change. Students will be notified of changes in lectures and on Courselink of any change)

Block 1: Defining and understanding job performance

Week 1 (Sept 10): Introduction, orientation, schedule presentations. Statistics/methods orientation and review.

Week 2 (Sept 17): What is job performance? Models and definitions of job performance and a framework for the course.

Campbell, J. P., Gasser, M. B., & Oswald, F. L. (1996). The substantive nature of job performance variability. In K. R. Murphy (Ed.), Individual differences and behavior in organizations (pp. 258 –299). San Francisco: Jossey-Bass.

Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In N. Schmitt & W. C. Borman (Eds.), Personnel selection in organizations (pp. 35–70). San Francisco: Jossey-Bass.

Viswevaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment, 8,* 216-226.

Viswesvaran, C., Schmidt, F. L., & Ones, D. S. (2005). Is there a general factor in ratings of job performance? A meta analytic framework for disentangling substantive and error influence. *Journal of Applied Psychology, 90,* 108-131.

Practical exercise in class.

Week 3 (Sept 24): Performance distributions I

Focal Readings:

O'Boyle, E., & Aguinis, H. (2012). The best and the rest: Revisiting the norm of normality of individual performance. *Personnel Psychology, 65,* 79-119.

Aguinis, H., O'Boyle, E., Gonzalez-Mule, E., & Joo, H. (2016). Cumulative advantage: Conductors and insulators of heavy-tailed productivity distributions and productivity stars. *Personnel Psychology, 69,* 3-66.

Presentation Topics: *Top Performers, productivity, and awards*

1) *Awards and productivity:*

Borjas, G. J., & Doran, K. B. (2015). Prizes and productivity: How winning fields medal affects scientific output. *Journal of Human Resources, 50,* 728-758.

Faria, J. R., & McAdam, P. (2015). Academic productivity before and after tenure: the case of the 'specialist'. *Oxford Economic Papers, 67,* 291-309.

   2) Awards and longevity:

Rablen, M. D., & Oswald, A. J. (2008). Mortality and immortality: The Nobel Prize as an experiment into the effect of status upon longevity. *Journal of Health Economics, 27,* 1462-1471.

Link, B. G., Carpiano, R. M., & Weden, M. M. (2013). Can honorific awards give us clues about the connection between socioeconomic status and mortality? *American Sociological Review, 78,* 192-212.

Week 4 (Oct 1): Performance Distributions II

Focal Readings:

Joo, H., Aguinis, & Bradley, K. J. (2017). Not all nonnormal distributions are created equal: Improved Theoretical and Measurement Precision. *Journal of Applied Psychology, 102,* 1022-1053.

Vancouver, J. B., Li, X., Weinhardt, J. M., Steel, P., & Purl, J. D. (2016). Using a computational model to understand possible sources of skews in distributions of job performance. *Personnel Psychology, 69,* 931-974.

Presentation Topics: *Where is the person in I-O research? What is ergodicity?*

Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2003). The theoretical status of latent variables. *Psychological Review, 110,* 203-219.

Molenaar, P. C. M. (2004). A manifesto on psychology as idiographic science: Bringing the person back into scientific psychology, this time forever. *Measurement, 2,* 201-218.

Molenaar, P. C. M., & Campbell, C. G. (2009). The new person-specific paradigm in psychology. *Current Directions in Psychological Science, 18*, 112-117.

Week 5 (Oct 8): Dynamic Performance

Focal Readings:

Dalal, R. S., Bhave, D. P., & Fiset, J., (2014). Within-person variability in job performance: A

theoretical review and research agenda. *Journal of Management, 40,* 1396-1436.

Beal, D. J., Weiss, H. M., Barros, E., & MacDermid, S. M. (2005). An episodic process model of affective influences on performance. *Journal of Applied Psychology,* 1054-1068.

Sturman, M. C. (2003). Searching for the inverted U-Shaped relationship between time and performance: Meta-analyses of the experience/performance, tenure/performance, and age/performance relationships. *Journal of Management, 29,* 609-640.

Cronin, M. A., & Vancouver, J. B. (2019). The only constant is change: Expanding theory by incorporating dynamic properties into one's models. In. S.E. Humphrey and J. M. LeBreton (Eds.). *The Handbook of Multilevel Theory, Measurement, and Analysis* (pp. 89 -114). Washington, D.C.: American Psychological Association.

Presentation topics: *Simpson's paradox*

Simpson, E. H. (1951). The interpretation of interaction contingency tables. *Journal of the Royal Statistical Society, 13,* 238-241.

Kievit, R. A., Frankenhuis. W.E., Waldorp, L. J., & Borsboom, D. (2013). Simpson's paradox in psychological science: A practical guide. *Frontiers in Psychology, 10.3389.*

Wardop, R. L. (1995). Simpson's paradox and the hot hand in basketball. *The American Statistician, 49,* 24-28.

Practical exercise in class.

Block 2: Measuring Job Performance

Week 6 (Oct 15): Performance appraisal and Performance Management

Focal Readings:

DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology, 102,* 421-433.

Schleicher, D.J., Baumann, H. M., Sullivan, D. W., Levy, P. E., Hargrove, D. C., & Barros-Rivera, B. A. (2018). Putting the *system* into performance management systems: A review and agenda for performance management research. *Journal of Management, 44,* 2209-2245.

Scullen, S. E., & Mount, M. K. (2000). Understanding the latent structure of job performance ratings. *Journal of Applied Psychology, 85,* 956-970.

Presentation Topics: *Cognitive Perspective of rating job performance*

1) What is the cognitive approach to improving performance ratings? How is it different from and related to other perspectives?

   Landy, F. J., & Farr, J. L. (1980). Performance rating. *Psychological Bulletin, 87,* 72-107.

2) Frame of reference training: What is it? What is it used for? Is it effective?

Practical exercise in class.

Week 7 (Oct 22): Performance rating context

Focal Readings:

Erez, A., Schilpzand, P., Leavitt, K., Woolum, A. H., & Judge, T. A. (2015). Inherently relational: interactions between peers' and individuals' personalities impact reward giving and appraisal of individual performance. *Academy of Management Journal, 58,* 1761-1784.

Ellington, J. K. & Wilson, M. A. (2017). The performance appraisal milieu: A multilevel analysis of context effects in performance ratings. *Journal of Business and Psychology, 32,* 87-100.

Accountability meta analysis Harari, M. B., & Rudolph, C. W. (2017). The effect of rater accountability on performance ratings: A meta-analytic review. *Human Resource Management Review, 27,* 121-133.

Presentations Topic: *Performance rating formats and scales*

1) Different rating scale formats (BARS, BOS, GRS, mixed standard scales, MBO, Performance distribution assessment, comparison methods (ranking versus rating)). Other methods? Review and explanations**.**

2) Forced distributions (and "rank and yank"): Its history? What are they? What are their strengths limitations? Related formats. Implications for managing personnel and performance?

Practical exercise in class.

Week 8: (Oct 29) Future of Performance Appraisals?

Focal articles:

Adler, S., Campion, M., Colquitt, A., Grubb, A., Murphy, K., Ollander-Krane, R., Pulakos, E. E. D. (2016). Getting rid of performance: Genius or folly? A debate. *Industrial and Organizational Psychology, 9,* 219-252.

Meyer, H. H., Kay, E., French, J. R. P. (1965). Split roles in performance appraisal. *Harvard Business Review, 43,* 123-129.

Pulakos, E. D., & O'Leary, R. S. (2011). Why is performance management broken? *Industrial and Organizational Psychology, 4,* 146-164.

Goler, L., Gale, J., & Grant, A. (2016). Let's not kill performance evaluations yet. *Harvard Business Review https://hbr.org/2016/11/lets-not-kill-performance-evaluations-yet*

Presentations topics: *Examples of performance metrics*

1) *h*-index: What is it? How is it used? Strengths, limitations? Who is Ike Antkare?

Hirsch, J. E. (2005). An index to quantify an individual's scientific research output. Proceedings of the National Academy of Sciences, USA, 102, 16569–16572. doi:10.1073/pnas.0507655102

2) *Teaching effectiveness ratings and student performance: Are they effective? What might they measure? Implications, ideas for improvement?*

Uttl, B., White, C. A., & Wong Gonzalez, D. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation, 54,* 22-42.

Practical exercise in class.

Block 3: Individual Difference Predictors

Week 9 (Nov 5): General mental ability and job performance

Focal readings:

Schmidt, F., & Hunter, J. (2004). General Mental Ability in the World of Work: Occupational Attainment and Job Performance. *Journal of Personality and Social Psychology, 86,* 162-173.

Salgado, J. F., Anderson, N., Moscoso, S., Bertua, C., de Fruyt, F., & Rolland, J. P. (2003). A Meta-Analytic Study of General Mental Ability Validity for Different Occupations in the European Community. *Journal of Applied Psychology, 88*, 1068-1081.

Judge, T. A., Klinger, R. L., Simon, L. S. (2010). Time is on my side: Time general mental ability, human capital, and extrinsic career success. *Journal of Applied Psychology, 95,* 92-107.

Presentation topics: *GMA and…*

1) *IQ and life expectancy:*

Batty, D. G., Deary, I. J. & Gottfredson, L. S. (2007). Premorbid (early life) IQ and later mortality risk: Systematic review. *Annals of Epidemiology, 17,* 278-288.

2) *Cognitive ability and chess and…:*

Burgoyne, A. P., Sala, G., Gobet, F., Macnamara, B. N., Campitelli, G., & Hambrick, D. Z. (2016). The relationship between cognitive ability and chess skill: A comprehensive meta-analysis. *Intelligence, 59,* 72-83.

Practical exercise in class.

Week 10 (Nov 12): Personality and emotional intelligence predicting job performance

Focal Readings:

Le, H., Oh, I., Robbins, S. B., Ilies, R., Holland. E., & Westrick, P. (2011). Too much of a good thing: Curvilinear relationships between personality traits and job performance. *Journal of Applied Psychology, 96,* 113-133.

Salgado, J. F. (2010). Predicting job performance using FFM and non-FFM personality measures. *Journal of Occupational and Organizational Psychology, 76,* 323-346.

O'Boyle, E. H., Humphrey, R. H., & Pollack, J. M. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior, 32,* 788-818.

Presentation topics: *Time management*

Claessens, B. J. C., van Eerde, W., & Rutte, C. G. (2007). A review of the time management literature. *Personnel Review, 36,* 255-276.

Aeon, B., & Aguinis, H. (2017). It's about time: New perspectives and insights on time management. *Academy of Management Perspectives, 31,* 1-20.

Rapp, A. A., Bachrach, D. G., & Rapp, T. L. (2013). The influence of time management skill on the curvilinear relationship between organizational citizenship behavior and task performance. *Journal of Applied Psychology, 98,* 668-677.

Block 4: Improving Performance

Week 11 (Nov 19): Ability X Motivation

Van Iddenkinge, C. H., Aguinis, H., Mackey, J. D., & DeOrtentiis, P. S. (2018). A meta-analysis

of the interactive, additive, and relative effects of cognitive ability and motivation on performance. *Journal of Management, 44,* 249-279.

Vancouver, J. B., Carlson B. W., Dhanani, L. Y., Colton, C. E. (2021). Interpreting moderated multiple regression: A comment on Van Iddekinge, Aguinis, Mackey, and DeOrtentiis (2018). *Journal of Applied Psychology, 106,* 467-475.

Presentation Topics: *Goal Setting*

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57,* 705-717.

Locke, E. A., Shaw, K. N., Saari, L. M., & Latham, G. P. (1981). Goal setting and task performance: 1969-1980. *Psychological Bulletin, 90,* 125-152.

Klein, H. J., Wesson, M. J., Hollenbeck, J. R., & Alge, B. J. (1999). Goal commitment and the goal-setting process: Conceptual clarification and empirical synthesis. *Journal of Applied Psychology, 84*, 885-896.

Week 12 (Nov 26): Grit

Focal Readings:

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007) Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92,* 1087-1101.

Crédé, M., Tyan, M. C., & Harms, P. D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology, 113,* 492-511.

Presentation Topic: *Implementation intentions*

Gollwitzer, P. M. (1999). Implementation intentions. *American Psychologist, 54,* 493-503.

Gollwitzer, P. M., & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta analysis of effects and processes. *Advances in Experimental Social Psychology, 38,* 69-119.