

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA XX Contact Name: Tom Mitchell Phone: 410 837 5358
DEPARTMENT / DIVISION: Div of Applied Behavioral Sciences
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
New course: Appl 657 Personality at Work
PROPOSED SEMESTER OF IMPLEMENTATION: Fall xx <input type="checkbox"/> Spring <input type="checkbox"/> Year: 2009

Box 1: TYPE OF ACTION ADD(NEW) <input checked="" type="checkbox"/> DEACTIVATE <input type="checkbox"/> MODIFY <input type="checkbox"/> OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION Non-Credit <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate xx OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract
<input type="checkbox"/>		<input type="checkbox"/>	T. Other

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA XX <input type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library xx <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS xx <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations xx No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions xx No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> xx No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair:	10-20-08
B. Final faculty review body within each School	Chair:	10/21/08
C. College Dean	Dean:	10/27/08
D. Provost and Senior Vice President for Academic Affairs	Provost:	10/29/08
E. Curriculum Review Committee (UFS subcommittee)	Chair:	11/5/08
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Tom Mitchell	Phone: 837-5348
DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
8. Add new course APPL 657 Personality at Work		
PROPOSED SEMESTER OF IMPLEMENTATION: X Fall Spring Year: 2009		

O-1: Briefly describe what is being requested:

It is proposed that a new course for Industrial & organizational track graduate students be offered entitled: Personality at Work. The course has been taught twice over the past three years and it is evident that it will serve as a useful additional elective for students pursuing the I/O track.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code: APPL	Credits: 3
NEW Title:	Course APPL	Credits: 3

O-2: Set forth the rationale for the proposal:

Over the past two decades there has been a resurgent interest and research in the i/O academic community on the use of personality in organizations, both for selection of employees and for better understanding its role of personality at work (Barrick & Mount, 1991). While prior to the early 90s, research on the usefulness of the construct of personality at work had not been promising. However, with the advent of new, more advanced measurement and research methodology (e.g. meta-analysis), much research has shown that personality rivals the effectiveness of even cognitive ability as a predictor of job performance.

Therefore, because of the recent burgeoning research and applications of personality assessment in work settings, it is important now more than ever, that I/O students become acquainted with research developments that are taking place.

The objective of the course is to familiarize students with the extant literature on the use of personality assessment in work settings. Students will complete several self-repost personality assessments, compare themselves on the convergent and divergent findings for themselves. They will study the research literature on personality, particularly as it relates to selection and placement of applicants in organizations and findings on the role that personality plays in leadership and work group behaviors.

Required Format for Master Course Document (Document P)

Issued by: Wim Wiewel, Provost and Senior Vice President for Academic Affairs
Effective Date: September 6, 2006
Reviewed by: University Faculty Senate

Include in your master course document items one through 15 using as much space as needed.

1. Date Prepared: 9/30/08
2. Prepared by: Thomas Mitchell
3. Department: Divisions of Applied Behavioral Sciences
4. Course Numbers: Appl 657
5. Course Title: Personality at Work
6. Credit Hours: 3
7. Prerequisites: none
8. Course Purpose (example: general education, laboratory, elective)
To provide students with an understanding of the current state of the role that personality plays in the work setting, including selection, placement, teamwork, and performance.
9. Rationale: In the past two decades, personality research has gained a prominent role in industrial & organizational psychology regarding it's use in the work setting.
10. Catalog Description (Paragraph should reflect general aims and nature of the course)
A study of the role that personality plays in an organizational setting. The construct of personality will be examined as it relates to job performance and interpersonal relations at work. The primary focus is on recent theory, research, and findings on the effectiveness of personality in selection with an emphasis on response distortion issues. Students will complete several self-report inventories to gain a personal view of how someone with his or her profile would be expected to behave in various work environments.
11. Suggested approximate class size: 20
12. Content Outline:

Week 1:

- Discussion of syllabus / Assignments,
- Description of several personality trait measures (e.g. HPI, CPI, NEO PI-R)

Week 2:

- The role of personality in organizations: selection, placement, promotion, person-organization fit and team cohesion
- Personality measurement and employment decisions

- Five factor model of personality
- Students complete first of four personality inventories

Week 3:

- Personality as it predicts job performance
- Research Strategies to assess the relationship between personality and performance
- Completion of 2nd of four personality inventories

Week 4:

- Person –situation debate: relative importance of each in understanding the role of personality at work
- Completion of 3rd of four Personality inventories
- Discussion of student impressions and critique of 1st personality inventory

Week 5:

- Discussion of student impressions and critique of 2nd personality inventory
- Personality as it relates to job satisfaction and emotions at work

Week 6

- Discussion of core-evaluation dispositional characteristics as they relate to job satisfaction, motivation and performance.
- Personality and cognitive ability: added incremental variance in predicting performance?

Week 7 Midterm exam

Week 8

- Personal dispositions and organizational / environment fit
- Emphasis on Holland's model and Five Factor Model in predicting organizational and job fit.
- Discussion of 3rd personality inventory

Week 9

- The implications for the effects of response distortion on personality measures and its impact on test validation in selection.

Week 10

- The effects of impression management on personality test validation and performance appraisals
- Review of the literature on faking
- Discussion of 4th personality inventory

Week 11

- Genetic influences on personality and the role it plays in job satisfaction and predicting leadership

Week 12

- Personality and leadership: Does it predict success in organizational leadership?

Week 13

- The role of personality in teams and work groups
- The social information process as an alternative to a personality explanation for work behavior

Week 14

- The future of personality at work
- Discussion of profile reports

Week 15 Final exam

13. Learning Goals: Each student will develop an in-depth knowledge of the role that personality plays in organizational behavior and how personality inventories can be used to predict work performance. They will be able to critically evaluate the validity of each of their four personality inventory profiles derived from the most widely used valid personality measures. Each will appraise, assess, and criticize his or her profiles from the four personality inventories to explain how each fits best with specific work environments and settings. Students will be expected to be able to:
 - a. Analyze and explain the primary issues relating to the measurement of personality constructs.
 - b. Critically evaluate the issues relating to the effective use of personality as a predictor of successful job performance.
 - c. Explain the dynamics of the role personality plays in teamwork.
 - d. Discuss and explain the effects of response distortion on the validity of personality uses for selection.
 - e. To compare his or her personality profiles and explain how they relate to occupational and organizational fit.
14. Assessment Strategies: Assessment Strategies:

What to assess: The student critical evaluation of his personality profiles on the standardized inventories (self-perceived accuracy) and how her trait pattern matches with her chosen career and organization type. Specifically students will need to demonstrate competencies in:

- a. evaluating the predictive validity of personality measures used for personnel selection.
- b. describing the role that personality plays in interpersonal relations and teamwork in organizations.
- c. critically evaluating the accuracy of each of the four personality inventories as it pertains to their own profile.
- d. critically evaluating the findings in the literature that support or do not support the use of personality as a predictor of performance and job satisfaction.
- e. explaining the primary psychometric measurement strategies used for developing reliable and valid personality inventories.

How to assess: Mid-term, final exams and a paper (other “how to” strategies may be used)

15. Text(s) and Materials (example: textbooks, calculator) **Personality inventories** (for students to complete):

California Psychological Inventory
NEO PI-R
Hogan Personality Inventory
IPIP (International Personality Item Pool, L. Goldberg)
Guilford Zimmerman Trait Survey

Texts:

Schneider, B. & Smith, D. B., eds. (2004). *Personality in Organizations*. Lawrence Erlbaum Associates, Pub: London.

Hogan, R. (2007) *Personality and the Fate of Organizations*. Lawrence Erlbaum, Pub

Articles:

Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abranham, L. M. (1989). Job satisfaction: Environmental and genetic components. *Journal of Applied psychology*, 74, 187-192.

*Barrick, M. R., & Mount, M. K. (1993). Autonomy as a moderator of the relationships between the Big Five personality dimensions and job performance. *Journal of Applied Psychology*, 78, 0021-9010.

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- *Barrick, M. R., & Mount, M. K. (1996). Effects of impression management and self-deception on the predictive validity of personality constructs. *Journal of Applied Psychology, 81*, 261-272.
- *Barrick, M. R., Stewart, G. L., Neubert, M. J., & Mount, M. K. (1998). Relating member ability and personality to work-team processes and team effectiveness. *Journal of Applied Psychology, 83*, 377-391.
- *Bouchard, T., Arvey, R. D., Keller, L. M., Segal, N. L. (1992). Genetic influences on job satisfaction: A reply to Cropanzano and James. *Journal of Applied Psychology, 77*, 89-93.
- *Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist, 54*, 821-827.
- Day, D. V., & Silverman, S. B. (1989). Personality and job performance: Evidence of incremental validity. *Personnel Psychology, (1)*, 25-36.
- *Davis-Blake, A., & Pfeffer, J. (1989). Lust a mirage; The search for dispositional effects in organizational research. *Academy of Management Review, 14*, 385-400.
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- *Hogan, R., & Hogan, J. (1996). Personality measurement and employment decisions: Q&A. *American Psychologist, May* 469-477.
- *Hogan, R. & Holland, B. (2003). Using theory to evaluate personality and job-performance relations: A socioanalytic perspective. *Journal of Applied Psychology, 88*, 1, 100-112.
- Hough, L. M. (1998). Effects of intentional distortion in personality measurement and evaluation of suggested palliatives. *Human Performance, 11*, 209-244.
- Hough, L. M., & Furnham, A. (2003). Use of personality variables in work settings In W. C. Borman, D. R. Illgen, & R. J. Handbook of Psychology: I/O Psychology. Chapter 7, 131-169.
- *Judge, T. A., Locke, E. A., Durham, C., & Kluger, A. H. (1998). Dispositional effects on job and life satisfaction: The role of core evaluations. *Journal of Applied Psychology, 83*, 17-34.
- Judge, T. A., J. E., Bono, R. L. & Gerhardt, M. W. (2002) Personality and Leadership: A Qualitative and Quantitative Review. *Journal of Applied Psychology, 87*, No. 4, 765-780.

Klimoski (Eds.), *Comprehensive handbook of Psychology* (Vol. 12, pp. 131-169). Industrial/Organizational Psychology. New York: Wiley.

*Loher, B. T., Noe, R. A., Moeller, H. L., & Fitzgerald, M. P. (1985). A meta-analysis of the relation of job characteristics to job satisfaction. *Journal of Applied Psychology, 70* 280-289.

*McFarland, L. A., & Ryan, A. M. (2000). Variance in faking across noncognitive measures. *Journal of Applied Psychology, 85*, 812-821.

*Newman, G. A., & Wright, J. (1999). Team effectiveness; Beyond skills and cognitive ability. *Journal of Applied Psychology, 84*, 376-389.

*O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal, 34*, 487-516

*Ones, D. S., Viswesvaran, C., & Reiss, A. D. (1996). Role of social desirability in personality testing for personnel selection: The red herring. *Journal of Applied Psychology, 81*(6), 660-679.

*Pittenger, D. J. (2005). Cautionary comments regarding the Myers-Briggs Type Indicator. *Consulting Psychology Journal, 57*, 210-221.

*Schmit, M. J., & Ryan, A. M. (1993). The big five in personnel selection: Factor structure in applicant and nonapplicant populations. *Journal of Applied Psychology, 78*, 966-974.

*Schmit, M. J., & Ryan, A. M., Stierwalt, S. L., & Powell, A. B. (1995). Frame-of-reference effects on personality scale scores and criterion-related validity. *Journal of Applied Psychology, 80*, 607-620.

*Sheldon, K. M., & Elliot, A. J. (1998). Not all personal goals are personal: Comparing autonomous and controlled reasons for goals as predictors of effort and attainment. *Personality and Social Psychology Bulletin, 24* (5), 546-557.

*Staw, B. M., & Ross, J. J. (1985). Stability in the midst of change; A dispositional approach to job attitudes. *Journal of Applied Psychology, 70*, 469-480.

*Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly, 22*, 427-456

*Tett, R. P., Jackson, D. N., & Rothstein, M. (1991). Personality measures as predictors of job performance. *Personnel Psychology, 44*, 703-742.

*Tokar, D. M. & Swanson, J. L. (1995). Evaluation of the correspondence between Holland' vocational personality typology and the five-factor model of personality. *Journal of Vocational Behavior*, 46, 89-108.

16. Lab Fees: \$35 for personality inventory test materials