# UNIVERSITY OF BALTIMORE

## DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

**See Course and Program Development Policy and Procedures for Instructions**

- **SCHOOL:** LAW
- **DEPARTMENT / DIVISION:** Div of Applied Behavioral Sciences
- **NEW COURSE:** Appl 657 Personality at Work
- **PROPOSED SEMESTER OF IMPLEMENTATION:** Fall
- **Year:** 2009

### Box 1: TYPE OF ACTION
- ADD (NEW) X
- DEACTIVATE
- MODIFY
- OTHER

### Box 2: LEVEL OF ACTION
- Non-Credit
- Undergraduate
- Graduate

### Box 3: ACTION ITEM
- Type of Action: ADD (NEW)

<table>
<thead>
<tr>
<th>ACTION ITEM</th>
<th>DOCUMENTS REQUIRED</th>
<th>IMPACT REVIEWS</th>
<th>APPROVAL SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
<td>NOP (see box 4 below)</td>
<td>a, c, e</td>
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<tr>
<td>2. Course Title</td>
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<td>3. Course Credits</td>
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<td>5. Course Level</td>
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<td>6. Pre &amp; Co-Requisite</td>
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<td>7. Course Description</td>
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<td>9. Deactivate a Course</td>
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<td>10. Program Requirements</td>
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<td>11a. UG Specialization (24 credits or less)</td>
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<td>11c. Doctoral Specialization (18 credits or less)</td>
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<td>12. Closed Site Program</td>
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<td>13. Program Suspension</td>
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<td>14a. Certificate Program (ug/g) exclusively within existing degree program</td>
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<td>14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)</td>
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<td>18. Program Termination</td>
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<td>20. Other</td>
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</table>

### Box 4: DOCUMENTATION
- **x** N. This Cover Sheet
- **x** O. Summary Proposal
- **x** P. Course Definition Document
- **Q**. Full 5-page MHEC Proposal
- **T**. Other
- **R**. Financial Tables (MHEC)
- **S**. Contract

1. Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
2. Codes:  a) Library Services (Langsdale or Law)  b) Office of Technology Services  c) University Relations  d) Admissions
3. 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.
4. 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)
5. One-page letter with description and rational (MHEC requirement)
6. 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)
7. Learning objectives, assessment strategies; fit with UB strategic plan
8. Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
9. 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.
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.

<table>
<thead>
<tr>
<th>Box 5: IMPACT REVIEW</th>
<th>SIGNATURES (see procedures for authorized signers)</th>
<th>DATE</th>
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</thead>
<tbody>
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<td>q</td>
<td>Impact statement attached</td>
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<td>b. OTS</td>
<td>CIO or designee:</td>
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<td>xx</td>
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<td>c. University Relations</td>
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<td>q</td>
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<td>d. Admissions</td>
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<td>e. Records</td>
<td>Registrar or designee:</td>
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<td>q xx</td>
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<td>q</td>
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<table>
<thead>
<tr>
<th>Box 6: APPROVAL SEQUENCE</th>
<th>APPROVAL SIGNATURES</th>
<th>DATE</th>
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<tbody>
<tr>
<td>A. Department / Division</td>
<td>Chair:</td>
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<td>B. Final faculty review body within each School</td>
<td>Chair:</td>
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<tr>
<td>C. College Dean</td>
<td>Dean</td>
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<tr>
<td>D. Provost and Senior Vice President for Academic Affairs</td>
<td>Provost:</td>
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<tr>
<td>E. Curriculum Review Committee (UFS subcommittee)</td>
<td>Chair:</td>
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<tr>
<td>F. University Faculty Senate (UFS option)</td>
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<td>G. University Council (see #11 above)</td>
<td>Chair:</td>
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<tr>
<td>H. President</td>
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<td>I. Board of Regents – notification only</td>
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<td>K. MHEC – notification only</td>
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<td>L. MHEC – approval</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the mission of the University is changed by the action</td>
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</table>
C-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.

C-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-report 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.
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 its 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:


Articles:


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