

## **MGT 52 Tests and Measurements in the Workplace**

Spring 2021

Online!

PROFESSOR: Jennifer J. Deal, Ph.D.

EMAIL: jdeal@ucsd.edu

PHONE: 858-405-2221 (I don't recommend calling, but the number is here if you are desperate. You'll get a response more quickly on email than if you call – I get so many fake calls that I no longer answer my phone if I don't know the phone number!)

OFFICE HOURS: after class and by appointment (for now)

TEACHING ASSISTANT: Kimberly Pendergrass

EMAIL: Kimberly.Pendergrass@rady.ucsd.edu

OFFICE HOURS: TBD

### **DESCRIPTION**

This course introduces students to the psychometric, legal, ethical, and practical considerations of using tests and measurements for evidence-based decision-making in the workplace. The course will help students learn how to create and evaluate tests and measures for evaluation and understanding in the workplace. Emphasis is given to hiring, development, evaluation, and organizational culture measurements for individual, team, business unit and organization-wide use in a variety of different organizational contexts. Student teams will develop managerial recommendations following company specific research and analysis.

The goal of the course is for students to both learn how independently evaluate tests and measures for use at work, whether for evaluation or understanding.

Class will be a combination of asynchronous and synchronous learning.

### **OBJECTIVES**

At the end of this course you will be able to:

- Understand how tests and measures fits in the context of the history of tests and measures in the workplace.
- Create and evaluate items and scales.
- Evaluate tests and measures to determine how reliable, valid, and useful they are likely to be in different contexts.
- Identify appropriate applications for tests and measures.
- Think through the ethical implications of tests and measures.
- Engage in informed discussions regarding the use of tests and measures in the workplace for hiring, development, and evaluation.
- Apply knowledge to tests and measures currently used in the workplace.
- Evaluate tests and measures for use in the workplace.

## MATERIALS

- **Required Reading:**
- An Introduction to Psychological Assessment & Psychometrics by Keith Coaley (Sage Publishing)
- Articles and book chapters contained in the course reader. This course reader includes information that we will reference and use in class regularly, so you should be sure to access the information in it.
- Links to the majority of the papers in the course reader can be found below. Some of them may necessitate signing up for access. Many of them are also available in online reserve through the library.

## SCHEDULE

CLASS DATE/TIME	CLASS TOPICS & ACTIVITY	READING
March 31, 2021 Week 1	Class introduction	There is no reading to be done, but there are online assignments in Canvas that you get credit for if you do them on time.
April 7, 2021 Week 2	Background: Statistics	<u>An Introduction to Psychological Assessment &amp; Psychometrics 2<sup>nd</sup> Edition</u> by Keith Coaley (Sage Publishing) Chapters: 4
April 14, 2021 Week 3	Background: Reliability, and Validity	<u>An Introduction to Psychological Assessment &amp; Psychometrics 2<sup>nd</sup> Edition</u> by Keith Coaley (Sage Publishing) Chapters: 5 & 6
April 21, 2021 Week 4	Background: Types of Questions AND Question Construction & Evaluation	Part III; The Tao of Testing (pp125-197). <u>Tests &amp; Measurement for People Who (Think They) Hate Tests &amp; Measurement</u> by Neil J. Salkind  Handbook of Survey Research, Chapter 9 (pp263-314), Question and Questionnaire Design by Jon Krosnick & Stanley Presser
April 28, 2021 Week 5	Individual Differences and	<u>An Introduction to Psychological Assessment &amp; Psychometrics 2<sup>nd</sup> Edition</u> by Keith Coaley (Sage Publishing) Chapters: 1 & 11

	Psychometrics, steps in creating a test or measure	
May 5, 2021 Week 6	Exam #1	Exam #1: Weeks 1-5 due May 5, 2021
May 12, 2021 Week 7	Ethics	<u>An Introduction to Psychological Assessment &amp; Psychometrics 2<sup>nd</sup> Edition</u> by Keith Coaley (Sage Publishing) Chapter: 10
May 19, 2021 Week 8	Tests & Measures for . . . Hiring & Assessing	<p>Martin, W. (2014). The problem with using personality tests for Hiring. HBR <a href="https://hbr.org/2014/08/the-problem-with-using-personality-tests-for-hiring">https://hbr.org/2014/08/the-problem-with-using-personality-tests-for-hiring</a></p> <p>Meinert, D. (2015). What do personality tests really reveal? SHRM Magazine <a href="https://www.shrm.org/hr-today/news/hr-magazine/pages/0615-personality-tests.aspx">https://www.shrm.org/hr-today/news/hr-magazine/pages/0615-personality-tests.aspx</a></p> <p>Rebele, R. (2019). Can we really test people for potential? MITSloan Management Review. Spring, 2019 <a href="https://sloanreview.mit.edu/article/can-we-really-test-people-for-potential/">https://sloanreview.mit.edu/article/can-we-really-test-people-for-potential/</a></p>
May 26, 2021 Week 9	Tests & Measures for . . . Performance Management	<p>Cappelli, P., and Tavis, A. (2016). The performance management revolution. HBR, October, 2016. <a href="https://hbr.org/2016/10/the-performance-management-revolution">https://hbr.org/2016/10/the-performance-management-revolution</a></p> <p>Goler, L., Galee, J., and Grant, A. (2016). Let's not kill performance evaluations yet, November, 2016 <a href="https://hbr.org/2016/11/lets-not-kill-performance-evaluations-yet">https://hbr.org/2016/11/lets-not-kill-performance-evaluations-yet</a></p> <p>Gorbatov, S., and Lane, A (2018). Is HR missing the point on performance feedback? <a href="https://sloanreview.mit.edu/article/is-hr-missing-the-point-on-performance-feedback/">https://sloanreview.mit.edu/article/is-hr-missing-the-point-on-performance-feedback/</a></p>
June 2, 2021 Week 10	Consolidation	Review and what you said you wanted to learn & any other topics we haven't completely finished

June 9, 2021,	Exam #2	Exam #2: Weeks 1-10 due June 9 at 6:00pm
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## NOTE REGARDING RECORDING SYNCHRONOUS CLASSES

Synchronous class sessions (listed above) will be recorded and made available to students to review asynchronously. That means that any participation during the class will be recorded and able to be reviewed later.

## ASSIGNMENTS

I – Independent, individual work only. No collaboration or consultation allowed.

G – Students may work together in groups and turn in one project or assignment for the entire group.

### Reading Assignments (C)

Readings are listed in the course schedule

### Team Projects (G)

Information is available on Canvas

### Exams (I)

There will be two exams. As of now, all will be open book, but time will be restricted. While exams are open *book*, they are not open *person*. Therefore, I expect you to arrange to take the exams in such a way that you will not be receiving assistance from another person.

### Course Evaluation (I)

Given that measurement is the subject of the class, completing the CAPE course evaluation is essential. Completing it will count for extra credit equivalent to .5% of your grade.

## GRADING

Assessment	Percentage of total
Weekly assignments (I)	40%

Each assignment is graded complete/incomplete. You either complete the assignment by the due date/time, or you do not. Assignments such as discussion boards and submitting answers to questions are provided ahead of time and are not dependent on other students. Feel free to complete the assignments as soon as you have finished reviewing the relevant material.	
Group projects (G)	30%
Exams (I)	30%
Exam 1	15%
Exam 2	15%
Total	100%
Fill Out CAPE – extra credit As this is a class in Tests & Measures, you get credit for filling out the CAPE. If you submit an image of the screenshot of your CAPE confirmation before the date I assign, .3% will be added to your total final grade.	+.3% extra

<b>Total Percentage</b>	<b>Grade</b>
100% to 97.0%	A+
<97.0% to 94.0%	A
<94.0% to 90.0%	A-
<90.0% to 87.0%	B+
<87.0% to 84.0%	B
<84.0% to 80.0%	B-
<80.0% to 77.0%	C+
<77.0% to 74.0%	C
<74.0% to 70.0%	C-
<70.0% to 60%	D
<60%	F

## COURSE POLICIES

*Preparation.* This course will be as interactive as possible, with a combination of recorded lectures, discussion boards, online discussion, and virtual team activities. You are expected to have completed all reading assignments before class.

*Assignments.* All due dates and times are firm. The assignments are all available and can be completed at before the due date.

*Curving Grades.* This has not been necessary in the past. I assess each class to see if I think it is necessary. If I think it is necessary, I will use a curve.

*Extra Credit.* If you find an error in the book and can provide me with evidence that it is an error (not just that someone has a different opinion or way of presenting the information) will be worth 5 points added to your Weekly Work grade. Another 5 points can be earned by creating a four minute video presenting the information to the class. To get credit for this, it must be submitted to me by May 15, 2021.

*Attendance.* Students are expected to attend online class and to participate actively in the online discussions.

*Announcements.* Announcements will be sent out through Canvas. You are responsible for anything put on Canvas for this course. I strongly recommend you enable immediate notification of announcements for this course.

*Freedom from Technology (HAH!)* When I taught this class in 2019 I didn't allow any technology in the class because research has shown unequivocally that it is easier to attend when there isn't a screen to distract us. So much for that! Nonetheless, you should know that there is research that shows that we actually remember more when we take notes by hand because the act of writing (in contrast with typing) forces us to process the information we are writing down. Therefore, I recommend that you think carefully about how you are choosing to take notes on lectures and discussions.

## ACADEMIC INTEGRITY

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.

The complete UCSD Policy on Integrity of Scholarship can be viewed at:

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

## How the Honor Code applies to this course:

Students are expected to complete all coursework in the spirit (and letter) of the Honor Code and the Academic Integrity policies of both Rady and UCSD. Plagiarism and cheating are serious offenses and will not be tolerated or overlooked. Please see me or the TA if you have any questions about anything related to this topic.

## **STUDENTS WITH DISABILITIES**

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the faculty member.

The student must present the OSD letter of certification and OSD accommodation recommendation to the appropriate faculty member in order to initiate the request for accommodation in classes, examinations, or other academic program activities. **No accommodations can be implemented retroactively. Please let me know by April 10, 2020 if you are in need of accommodation.**

Please visit the OSD website for further information or contact the Office for Students with Disabilities at (858) 534-4382 or [osd@ucsd.edu](mailto:osd@ucsd.edu).

## **TITLE IX**

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Rady students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a Rady student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed.

If you find yourself in an uncomfortable situation, ask for help. The Rady School of Management is committed to upholding University policies regarding nondiscrimination, sexual violence and sexual harassment.