George Mason University
Graduate Course Approval/Inventory Form
Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  ____X_ NEW  ____ MODIFY  ____ DELETE

Local Unit:  Psychology
Graduate Council Approval Date:

Course Abbreviation:  PSYC  Course Number:  758

Full Course Title:  Dispositional Predictors of Performance

Abbreviated Course Title (24 characters max.):  DISPOSITIONAL PREDICTORS

Credit hours:  3  Program of Record:  PhD in Psychology

Repeatable for Credit?  __ D=Yes, not within same term  Up to hours
____ T=Yes, within the same term  Up to  hours
_x__ N=Cannot be repeated for credit

Activity Code (please indicate):  ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)
____ Studio (STU)  ___ Internship (INT)  _x__ Seminar (SEM)

Catalog Credit Format  3:3 :0  Course Level:  GF(500-600)  ____ GA(700+)
_x__

Maximum Enrollment:  For NEW courses, first term to be offered: F03
Prerequisites or corequisites:  PSYC 636

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses.: The focus of this course is on non-cognitive individual differences that predict performance. Published work is discussed in a seminar format with emphasis on conceptual development, methodological adequacy, and new directions.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:
GEORGE MASON UNIVERSITY
Course Coordination Form

Approval from other units: None

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ______________________________________________ Date: ____________

Graduate Council representative: __________________________________________ Date: ____________

Provost Office representative: ________________________________ Date: ____________
Course Objectives. The purpose of this course is theoretical and practical approaches to “noncognitive individual difference variables” in personnel selection. This is a bit of a misnomer because I intend to include only psychological (as opposed to physical), stable (as opposed to ephemeral), broad (as opposed to narrow) variables excluding ability. This coverage will include issues of construct definition, relevant criterion space, measurement and validation, training, groups and teams, moderators/mediators, and legal issues. Students completing the course should be conversant in all of these areas and should have expertise necessary to recommendations in an organizational context.

Course Requirements. In order to get through this course, you will need several things coming in. First, you will need time. The reading load is fairly heavy, and much of each class will be devoted to discussion. If you already have a big semester planned, this may not be the right time to take this course. You also need some degree of facility with statistical/methodological concepts. Many of the articles contain methods and analyses that demand a certain amount of prior exposure to regression, correlation, meta-analysis, etc. Without a basic understanding of these sorts of things, it may not be possible to extract the most important information from the articles. Finally, you will need an email account. If you don't have one already, get one and give me your email address ASAP.

Evaluation. Students will be evaluated on the basis of three measures of class performance.

1. Class participation. 50% of the course grade will be based on ability and willingness to answer questions regarding readings. This is a seminar as opposed to a lecture style class. This is not to say that there will be no lecture. I simply want to make clear the fact that the students are responsible for much of the in-class dynamics. There are no exams. Performance is based largely on the contributions that you make to class discussions. I am looking for a minimum of 1 incisive comment every week. Hopefully, you will be prepared to contribute more than that. In fact, if you seldom make more than 1 comment per week, I will be disappointed. Don't take chances with half your grade.

2. Partial model presentation. The other 50% of your grade will be based on group presentations of a portion of a model of the use of noncognitive predictors. The project is described below.

Jan 21 - Discussion of course objectives and requirements. Boundaries for course coverage. Getting started on our model. Begin criterion issues.


Jan 28 - Continue criterion issues and discuss overview.


Feb 4 - Alternative criteria


Feb. 11 - Alternative criteria cont’d


**First presentation: Criteria and their immediate predictors**

**Feb 18 - Social desirability, faking, and validity**


**Feb 25 - Social desirability, faking, and validity cont’d**


**Second Presentation: Predictor measurement model**

**Mar. 4 - Predictors I: Big Five**


Mar. 11 - Spring Break

Mar. 18 Predictors II: Integrity, Goal orientation


Third Presentation: Predictors and their immediate consequences

Mar 25 - Predictors III - Type A, Negative affectivity, proactive personality


April 1 - Predictors IV - Efficiency orientation, social skill, adaptability


Carpenter, T. Social skill

**Fourth presentation: Wrapping up the predictor side**

April 8 Methodological issues other than SD


April 15 - Groups and Teams (blech) and training (oh my)


**Fifth presentation: Application to groups, teams, and training**

April 22 - Moderators and Mediators


**Sixth presentation: Mediators and Moderators**

April 29 - International issues


Caligiuri, P.M. (2000). The big five personality characteristics as predictors of expatriate’s desire to terminate the assignment and supervisor-rated performance. *Personnel Psychology, 53*, 67-.

**As a group: Adding international/expat material and wrapping it up**

If we had time, we would spend a week on Legal Issues and read the following


Group projects

Our deliverable as a group will be a comprehensive model of the use of noncognitive predictors in the workplace. On the last class, the entire group will attempt to put the finishing touches on a model that you will generate over the course of the semester. There will be three groups of you, and each group will make two half-hour presentations over the course of the semester (see above).

Each presentation will be devoted to a particular component of the comprehensive model to which we will be working. The readings relevant for that section provide only a beginning. You must go beyond the readings in an attempt to be comprehensive. Presentations will be evaluated on comprehensiveness and justification.

In addition to the presentation, each group must submit a document that contains the references that support each link that they proposed as well as any references that contradict the linkage.