



Graduate School of Applied and Professional Psychology (GSAPP)

Doctor of Psychology Organizational Psychology Program
Fall 2024

Syllabus Subject to Change

Performance Management and Succession Planning

Credits: 3

Level: Graduate/Doctoral

Thursdays 6:15 pm to 8:45 pm ET Virtual | Synchronous

Prof. Preston V.L. Lindsay, Ph.D.

Course Description: This doctoral-level course delves into the critical organizational functions of performance management and succession planning, emphasizing their role in fostering organizational resilience and long-term success. Students will explore advanced theories and practices in performance management, including the development of effective evaluation systems, the alignment of individual and organizational goals, and the use of performance data to drive continuous improvement. The course also covers strategic succession planning, focusing on identifying and nurturing talent, creating leadership pipelines, and ensuring smooth transitions in key organizational roles. Through a combination of theoretical study, case analysis, and practical application, students will gain the skills necessary to design, implement, and evaluate performance management and succession planning initiatives that support organizational sustainability and growth.

Learning Outcomes:

- Develop advanced understanding of performance management theories and their application in organizational settings.
- Design and evaluate effective performance management systems that align with organizational goals.
- Analyze the key components of succession planning and its importance in organizational strategy.
- Create strategic succession plans that ensure leadership continuity and organizational resilience.
- Apply best practices in performance management and succession planning to real-world organizational challenges.

Teaching Philosophy and Pedagogical Approach: Grounded in the psychological principles of active learning and cognitive engagement, my teaching philosophy is rooted in the Socratic method and enhanced through the Paideia approach. This course is designed not only to introduce a broad array of new concepts, theories, frameworks, and practices but also to deepen your understanding through active, experiential learning.

I incorporate gamification as a central pedagogical tool to illuminate key psychological theories and practices, transforming abstract concepts into tangible, interactive experiences. By engaging in gamified activities, you will explore complex ideas in a manner that encourages critical thinking, collaborative problem-solving, and sustained intellectual curiosity.

My goal is to create a learning environment where dialogue, inquiry, and application converge to foster a profound comprehension of the subject matter. You are expected to come prepared, engage actively, and contribute thoughtfully to both discussions and applied activities. Together, we will create a dynamic classroom experience where learning is both rigorous and rewarding, driven by scientific inquiry and practical application.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;

- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries;
- and performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Required Readings: Readings from additional primary sources will also be provided in advance on Canvas. These readings are listed in the weekly course outline.

Assessment.

- **25% Class Participation:** Engage actively in class discussions bringing theoretical knowledge and practical insights.
- **25% Reflection Assignments:** Complete assignments related to application and synthesis of theoretical concepts, models, via weekly reflections
- **25% Case Study Analyses:** Critically analyze and present findings from real-world organizational diagnosis cases; application of theories and concepts learned from readings and lecture.
- **25% Gamification:** Assess understanding of course content through gamification.

NOTICE - BARRING JUSTIFIABLE EXTENUATING CIRCUMSTANCES, NO LATE ASSIGNMENTS WILL BE ACCEPTED. FAILURE TO SUBMIT ASSIGNMENTS ON TIME WILL RESULT A FAILING ASSIGNMENT GRADE.

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Weekly Course Activities: Reading List, In-Class Assignments, Homework

*** Assignment details including dates are provided in the course shell***

Week	Module	Weekly Readings	In-Class Gamification Activities	Weekly Homework Assignments
Week 1	Module 1: Covering the Syllabus and Introduction to Performance Management and Succession Planning	Macey, A. R., & Schneider, B. A. (2021). Performance management and succession planning: The strategic imperative. <i>Journal of Business and Psychology</i> , 36(3), 423-438. https://doi.org/10.1007/s10869-020-09780-2	Strategic Game Plan Simulation: Teams work through a collaborative simulation to explore performance management and succession planning concepts.	Reflection Paper: on the role of performance management and succession planning in organizational success.
Week 2	Module 2: Performance Management Systems	Allen, T. D., & de Lange, K. E. R. (2022). Designing and implementing performance management systems: A strategic approach. <i>Human Resource Management Review</i> , 32(1), 66-78. https://doi.org/10.1016/j.hrmr.2021.100759	<i>System Design Challenge</i> : Teams design and present a performance management system for a hypothetical organization.	Case analysis: of a company's performance management system, identifying strengths and weaknesses.
Week 3	Module 3: Goal Setting and Performance Standards	Zenger, L. J., & Folkman, J. M. (2020). SMART goals and performance standards: Theoretical and practical implications. <i>Journal of Organizational Behavior</i> , 41(2), 203-220. https://doi.org/10.1002/job.2421	<i>SMART Goal Builder</i> : Groups create SMART goals and performance standards for various roles within an organization.	Reflection paper: on the psychological principles behind goal setting and performance standards.
Week 4	Module 4: Performance Appraisal Methods	Highhouse, S. D., & Binning, K. R. G. R. (2021). Performance appraisal methods: A comparative review. <i>Personnel Psychology</i> , 74(4), 731-750. https://doi.org/10.1111/peps.12367	<i>Appraisal Simulation</i> : Role-play exercise where students conduct mock performance appraisals using different methods.	Case analysis: of an organization's appraisal method, discussing its effectiveness and potential biases.
Week 5	Module 5: Feedback and Coaching	London, P. A. G., & Smither, J. M. (2022). The impact of feedback and coaching on employee performance. <i>Journal of Applied Psychology</i> , 107(6), 1084-1099. https://doi.org/10.1037/apl0000605	<i>Designing Ethical Feedback Systems</i> : Students will rotate through stations where they must apply feedback loops and coaching techniques to different workplace scenarios, working under time constraints to simulate real-world coaching demands	Reflection paper: on the psychological impact of feedback on employee development.

Week 6	Module 6: Performance Improvement Plans (PIPs) and Behavior Modification	Campion, M. L., & Palmer, C. J. (2021). Developing and implementing performance improvement plans. <i>Journal of Management</i> , 47(2), 290-308. https://doi.org/10.1177/0149206320972573	<i>PIP Creation Challenge</i> : Teams develop performance improvement plans for hypothetical underperforming employees.	Work on on Signature Course Project Assignment: Redesigning Ethical and Socially Responsible Performance Management & Succession Planning Systems
Week 7	Module 7: Legal and Ethical Considerations in Performance Management	Sweeney, R. C., & Huffman, J. C. (2022). Legal and ethical issues in performance management: An overview. <i>Human Resource Management Journal</i> , 32(3), 389-407. https://doi.org/10.1111/1748-8583.12377	<i>Ethics in Action</i> : A mock trial where students debate the ethical and legal implications of a performance management case.	Work on on Signature Course Project Assignment: Redesigning Ethical and Socially Responsible Performance Management & Succession Planning Systems
Week 8	Module 8: Succession Planning: Concepts and Frameworks	Fink, J. D., & Kessler, A. L. (2021). Succession planning: Theoretical foundations and practical applications. <i>International Journal of Human Resource Management</i> , 32(5), 949-965. https://doi.org/10.1080/09585192.2020.1816412	<i>Succession Strategy Workshop</i> : Teams identify key roles and develop succession strategies for an organization.	Work on on Signature Course Project Assignment Parameters: Redesigning Ethical and Socially Responsible Performance Management & Succession Planning Systems
Week 9	Module 9: Identifying and Developing Talent	Dries, D. A. V. R., & van der Heijden, A. G. (2022). Identifying and developing high-potential talent: Strategies and outcomes. <i>Journal of Organizational Behavior</i> , 43(3), 452-469. https://doi.org/10.1002/job.2746	<i>Talent Hunt</i> : Teams simulate the process of identifying and developing talent for leadership roles.	Work on on Signature Course Project Assignment: Redesigning Ethical and Socially Responsible Performance Management & Succession Planning Systems

Week 10	Module 10: Creating Leadership Pipelines	Scullion, R. K., & Collings, M. A. (2021). Building leadership pipelines: Best practices and challenges. <i>Journal of Leadership & Organizational Studies</i> , 28(4), 579-593. https://doi.org/10.1177/15480518211001439	<i>Leadership Pipeline Simulation</i> : Students design and present a leadership development program.	Work on on Signature Course Project Assignment: Redesigning Ethical and Socially Responsible Performance Management & Succession Planning Systems
Week 11	Module 11: Transition Management and Knowledge Transfer	Green, M. L., & Hunt, T. S. (2022). Managing leadership transitions: Strategies for effective knowledge transfer. <i>Journal of Applied Behavioral Science</i> , 58(2), 237-257. https://doi.org/10.1177/00218863221078892	<i>Knowledge Relay</i> : Teams create a knowledge transfer process for key roles during leadership transitions.	Work on on Signature Course Project Assignment: Redesigning Ethical and Socially Responsible Performance Management & Succession Planning Systems
Week 12	Module 12: Evaluating Succession Planning Effectiveness	DeLong, S. P., & D'Amico, K. M. (2021). Metrics and evaluation in succession planning: A comprehensive review. <i>Human Resource Development Quarterly</i> , 32(3), 341-359. https://doi.org/10.1002/hrdq.21452	<i>Succession Audit</i> : Teams evaluate a company's succession plan using predefined metrics.	Work on Signature Course Project Assignment: Redesigning Ethical and Socially Responsible Performance Management & Succession Planning Systems
Week 13	Module 13: Integrating Performance Management and Succession Planning	Schuler, A. E., & Jackson, L. M. (2022). Integrating performance management with succession planning: Strategic insights. <i>Journal of Management Studies</i> , 59(1), 112-129. https://doi.org/10.1111/joms.12558	<i>Integration Blueprint</i> : Students design an integrated framework for performance management and succession planning.	Students to Present Signature Consulting Project.
Week 14	Module 14: Future Trends in Performance	Schein, B. K., & Brewster, D. E. (2023). Future trends in performance management and succession planning: Innovations and predictions. <i>International Journal of Human</i>	<i>Future Trend Forecast</i> : Teams predict and present emerging trends and their impact on	

	Management and Succession Planning	<i>Resource Management</i> , 34(2), 287-304. https://doi.org/10.1080/09585192.2022.2087949	performance management and succession planning.	
--	------------------------------------	---	---	--