

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology

Course No.: PY 540

Title of Course: Personnel Psychology

Date: 8/15/2015

Please check: **NEW**
 Revision

I. Catalog Description (Credit Hours of Course):

Theory, research, and practice in the understanding of such topics as performance appraisal, personnel selection, criterion development/validation, and others. (3 credit hours)

II. Co- or Prerequisite(s):

None

III. Purposes or Objectives of the Course (optional):

- 1) To identify, discuss, and critique theoretical and empirical literature in personnel psychology.
- 2) To synthesize and apply scientific knowledge of personnel psychology to provide evidence-based recommendations for selection issues in organizations.
- 3) To demonstrate selection system validation skills in the context of personnel psychology predictors and criterion.

IV. Student Learning Outcomes (Minimum of 3):

- 1) Compare theories and approaches within the field of personnel psychology.
- 2) Describe and discuss important constructs in personnel research (e.g., job analysis, performance appraisal, criterion development, competency modeling, etc.).
- 3) Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

V. Optional departmental/college requirements:

N/A

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. Introduction to Personnel Psychology (3 class hours)
- B. Selection and Prediction Models (3 class hours)
- C. Job Analysis and Competency Modeling (3 class hours)
- D. Statistical Considerations in Personnel Psychology (3 class hours)
- E. Defining and Measuring Job Performance (3 class hours)
- F. Ratings/Assessment Centers (3 class hours)
- G. Intelligence and Performance Tests (3 class hours)
- H. Interviews and Personality Tests (3 class hours)
- I. Integrity Testing and Selection in Context (3 class hours)
- J. Making Judgments and Decisions (3 class hours)
- K. Fairness and Legal Issues (3 class hours)
- L. Applicant Reactions and Recruitment (3 class hours)
- M. Technological Considerations (3 class hours)
- N. Peer Reviewing (3 class hours)
- O. Selection System Application (3 class hours)

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

PY 540 – PERSONNEL PSYCHOLOGY

Section 001
Southeast Missouri State University
Fall 2016

Professor: Jeremy D. Heider, Ph.D.
Class Location: SC 413
Meeting Times: MWF 10:00-10:50
Credit Hours: 3
Department: Psychology (SC 404)
Office Location: SC 414
Office Hours: TR 8:30-10:00; or by appointment
Phone Number: (573) 651-2437
E-mail: jheider@semo.edu

Text & Materials:

Text:

Guion, R. M., & Highhouse, S. (2006). *Essentials of personnel assessment and selection*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Required Readings:

- Barber, L. K. (2010). A survival guide for your first review process. *Association for Psychological Science Observer*. Retrieved from <http://www.psychologicalscience.org/observer/getArticle.cfm?id=2686>
- Bedeian, A.G. (2003). The manuscript review process: The proper roles of authors, referees, and editors. *Journal of Management Inquiry*, 12, 331–338.
- Berry, C. M., Sackett, P. R., & Wiemann, S. (2007). A review of recent developments in integrity test research. *Personnel Psychology*, 60, 271-301.
- Breugh, J. A. (2008). Employee recruitment: Current knowledge and important areas for future research. *Human Resource Management*, 18, 103-118.
- Buckley, M. R., Mobbs, T. A., Mendoza, J. L., Novicevic, M. M., Carraher, S. M., & Beu, D. S. (2002). Implementing realistic job previews and expectation-lowering procedures: A field experiment. *Journal of Vocational Behavior*, 61, 263-278.
- Carpenter, M.A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review*, 34, 191-195.
- Chan, D., & Schmitt, N. (2004). An agenda for future research on applicant reactions to selection procedures: A construct-oriented approach. *International Journal of Selection and Assessment*, 12, 9-23.
- Cortina, J. M., Goldstein, N. B., Payne, S. C., Davison, H. K., & Gilliland, S. W. (2000). The incremental validity of interview scores over and above cognitive ability and conscientiousness scores. *Personnel Psychology*, 53, 325-351. [Chapter 12]
- Deadrick, D. L., & Gardner, D. G. (2008). Maximal and typical measures of job performance: An analysis of performance variability over time. *Human Resource Management Review*, 18, 133-145.
- Dierdorff, E. C., & Wilson, M. A. (2003). A meta-analysis of job analysis reliability. *Journal of Applied Psychology*, 88, 635-646. [Chapter 2]
- Hausknecht, J. P., Day, D. V., & Thomas, S. C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. *Personnel Psychology*, 57, 639-683.
- Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology*, 1, 333-342. [Chapter 1]
- Hogan, J., Barrett, P., & Hogan, R. (2007). Personality measurement, faking, and employment selection. *Journal of Applied Personality*, 92, 1270-1285. [Chapter 12]
- Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95, 54-78. [Chapter 10]
- Kuncel, N. R., Hezlett, S. A., & Ones, D. S. (2001). A comprehensive meta-analysis of the Graduate Record Examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, 127, 162-181.
- Lepak, D. (2009). Editor's comments: What is good reviewing? *Academy of Management Review*, 34, 375-381.

- Marcus, B., Lee, K., & Ashton, M. C. (2007). Personality dimensions explaining relationships between integrity tests and counterproductive work behaviors: Big five, or one in addition? *Personnel Psychology*, *60*, 1-34.
- McDaniel, M. A., Kepes, S., & Banks, G. C. (2011). The Uniform Guidelines are a detriment to the field of personnel selection. *Industrial and Organizational Psychology*, *4*, 494-514. [Chapter 3]
- Mead, A. D., Olson-Buchanan, J., & Drasgow, F. (2014). Technology-based selection. In M. D. Coovert & L. F. Thomson (Eds), *The psychology of workplace technology* (pp. 21-42). New York: Routledge Academic.
- Meriac, J. P., Hoffman, B. J., Woehr, D. J., & Fleisher, M. S. (2008). Further evidence for the validity of assessment center dimensions: A meta-analysis of the incremental criterion-related validity of dimension ratings. *Journal of Applied Psychology*, *93*, 1042-1052. [Chapter 11]
- Morgeson, F. P., Reider, M. H., & Campion, M. A. (2005). Selecting individuals in team settings: The importance of social skills, personality characteristics, and teamwork knowledge. *Personnel Psychology*, *58*, 583-611.
- Murphy, K. R. (2008). Explaining the weak relationship between job performance and ratings of job performance. *Industrial and Organizational Psychology*, *1*, 148-160. [Chapter 11]
- Murphy, K. R., Cronin, B. E., & Tam, A. P. (2003). Controversy and consensus regarding the use of cognitive ability testing in organizations. *Journal of Applied Psychology*, *88*, 660-671. [Chapter 10]
- Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, *61*, 153-172. [Chapter 9]
- Sanchez, J. I., & Levine, E. L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? *Human Resource Management Review*, *19*, 53-63. [Chapter 2]
- Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, *124*, 262-274. [Chapter 8]
- Society for Industrial and Organizational Psychology (2003). *Principles for the validation and use of personnel selection procedures*. [Chapter 3]
- Terpstra, D. A., Mohamed, A. A., & Kethley, R. B. (1999). An analysis of federal court cases involving nine selection devices. *International Journal of Selection and Assessment*, *7*, 36-34. [Chapter 4]
- Thayer, A. L., Wildman, J. L., & Salas, E. (2011). I-O Psychology: We have the evidence; we just don't use it (or care to). *Industrial and Organizational Psychology*, *4*, 32-35. [Chapter 1]
- Tippins, N. T. (2009). Internet alternatives to traditional proctored testing. Where are we now? *Industrial and Organizational Psychology*, *2*, 2-10.
- Truxillo, D. M., Donahue, L. M., & Sulzer, J. L. (1996). Setting cutoff scores for personnel selection tests: Issues, illustrations, and recommendations. *Human Performance*, *9*, 275-295. [Chapter 8]
- Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection & Assessment*, *8*, 216-226.
- Pearlman, K. (2009). Unproctored internet testing: Practical, legal, and ethical concerns. *Industrial and Organizational Psychology*, *2*, 14-19.
- Chapman, D. S., Uggerslev, K. L., & Webster, J. (2003). Applicant reactions to face-to-face and technology-mediated interviews: A field investigation. *Journal of Applied Psychology*, *88*, 944-953.

Note. A guiding principle in this (and any) course is to **READ EARLY and READ OFTEN**. You will maximize the benefits of class discussions by completing the assigned readings before we cover them in class, and you will be better prepared for assignments if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and discussions.

Course Description:

Bulletin Description:

Theory, research, and practice in the understanding of such topics as performance appraisal, personnel selection, criterion development/validation, and others.

Dr. J's Description (the real scoop!):

Welcome to personnel psychology! This course provides a broad overview of the "I" side of industrial-organizational psychology, with a focus on personnel selection. Specifically, we will examine the

contribution of psychology in theory, research, and practice to the understanding of topics related to the assessment of job criterion development and validation (e.g., job analysis and performance), assessment of individual differences that predict job criteria (e.g., intelligence and personality), personnel decision-making processes and fairness, and other special issues regarding staffing and selection (e.g., legal issues, recruitment, technological considerations).

Course Objectives:

- To identify, discuss, and critique theoretical and empirical literature in personnel psychology.
- To synthesize and apply scientific knowledge of personnel psychology to provide evidence-based recommendations for selection issues in organizations.
- To demonstrate selection system validation skills in the context of personnel psychology predictors and criterion.

Student Learning Outcomes (SLOs):

Students with a passing grade in this course should be able to:

- Compare theories and approaches within the field of personnel psychology.
- Describe and discuss important constructs in personnel research (e.g., job analysis, performance appraisal, criterion development, competency modeling, etc.).
- Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

Course Requirements:

Discussion Questions:

For each course topic, we will have some class time devoted to discussion. In order to facilitate this discussion, you will be required to prepare a minimum of two discussion questions for each topic. You will e-mail your questions to me (jheider@semo.edu) the evening before class so I can compile them into one list that will be used to guide that day's discussion.

Notes. With limited exceptions, most course topics will include textbook chapters and supplemental journal articles. In those cases, at least one of your discussion questions should focus on the textbook chapter(s) and at least one question should focus on an article.

Research Application Paper and Presentation:

You be completing a written project that demonstrates your ability to convey evidence-based personnel psychology knowledge to a broad audience. Options for this assignment include an evidence-based manuscript for a SIOP online publication or a proposal for the SIOP Small Grant Program. You will also submit a prospectus of your proposal mid-semester, a presentation of your paper idea, and provide a peer review for a classmate's project (you will also respond to a classmate's peer review).

Note. I realize this is not an English class. However, good writing skills are fundamental and transcend course topic. Therefore, take the time to write, proofread, and edit your work. Papers can significantly help your course grade or they can hurt it if you do not take them seriously. There are many free resources if you do not feel confident about your writing. You could make an appointment to have me review a draft, make an appointment to meet with a writing tutor in the library, have a friend give you feedback, and so on.

At one point during the semester, you will also be delivering a class presentation based on your research application paper. This presentation should be approximately 10-15 minutes in length, and should present a synopsis of your research application idea.

Once your research application paper is graded, I will return it to you via e-mail as a file attachment. This file will include specific feedback regarding your grade, so please do not ask me questions about why you received a certain score unless you have already read my feedback. Also please note that in order to see my feedback in its entirety, *you must view the file on a computer/device that has Microsoft Word*. Most smartphones and tablets do not actually have Word; they merely have a "viewer" app that provides a brief preview of Word documents without actually having the features of the full program.

Selection System Validation Paper and Presentation:

You will be writing a test validation report on an SPSS dataset and providing suggestions for a selection system. This activity will be team-based and demonstrate your ability to (1) synthesize and apply material you've learned; (2) analyze selection data and interpret results; (3) professionally communicate test validation results with recommendations; and (4) work effectively in an assigned team.

Your selection system validation efforts will result in an APA-style paper and a class presentation. The paper should include a title page, abstract page, an introduction, a method section, a results section, a discussion section, a reference page, and at least one table or figure. The class presentation should be approximately 10-15 minutes in length and should incorporate all members of the work team as equally as possible.

Your selection system validation paper is due on the last day of class (**Friday, 12/9**). Please turn in a one-paragraph overview of your project on or before **Monday, 10/3**. Also include an annotated bibliography containing at least five (5) references that you have read in the process of developing your paper.

Class Participation:

As noted later in this syllabus (see p. 7), although class attendance is not mandatory, you are expected to attend every class meeting. But beyond mere class attendance, I expect students in my courses to *actively participate* in the learning process by asking questions, contributing to discussions, taking part in class activities and demonstrations, and so on. A small portion of your semester grade will come from the degree to which you fulfill these duties.

Grading Policy:

<i>Material</i>	<i>Possible Points</i>	<i>% of Total Points</i>
Discussion Questions:	30	10%
Research Application:		
Paper	75	25%
Presentation	30	10%
Selection System Validation:		
Paper	90	30%
Presentation	45	15%
Class Participation:	30	10%
	300	100%

Grading Scale:

A	=	270-300 pts
B	=	240-269.5
C	=	210-239.5
D	=	180-209.5
F	=	179.5 or less

Note. These grade cutoffs are FIRM. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267...), don't even bother asking me if I will round your grade up to an A. I won't.

Attendance Policy (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, p. 19):

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In other words, class attendance is extremely important. You are expected to attend *every* scheduled class meeting (see course schedule on pp. 10-11), because lectures, class discussions, activities, demonstrations – and most importantly, **your participation** – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely.

Academic Honesty (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, pp. 20-23):

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the student handbook. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Translation? **DON’T CHEAT.**

Civility (see <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>):

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

I expect every student in my courses to be good community members by remembering to **CONSIDER THE NEEDS OF OTHERS**. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don’t be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) **SILENCE YOUR CELL PHONES OR OTHER DEVICES THAT MAKE NOISE**. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please **SHOW RESPECT FOR OTHERS’ IDEAS AND OPINIONS**. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

Accommodations for Students with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/index.htm> or contact Disability Support Services at 573-651-2273.

Technology:

As noted above, some of your assignments will be written in Microsoft Word and submitted electronically. Southeast provides you with access to both Word and the internet via on-campus computer labs, so all students should have no problems using these technologies for our course.

Unlike some instructors, I **DO** allow the use of portable electronic devices in my classroom (e.g., phones, tablets, laptops, etc.). However, I fully expect these devices to be silenced (see previous section on “Civility”) and primarily used for class-related purposes. For example, if you want to use Google to find a certain fact that might contribute to a class discussion, I encourage you to do so. On the other hand, texting your BFF about Katy Perry’s latest hairstyle is discouraged. I’m not saying I will take your device away in such circumstances, but please know that whenever you use a device for non-class purposes, you are only hurting yourself by missing out on potentially important class-related information.

This course will utilize the **Moodle** online system to facilitate learning and communication. The Moodle page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

Note: I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don’t make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won’t!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into Moodle, go to <http://learning.semo.edu>. This will take you to the login page (your user name and password are the same ones you use to log into the mySoutheast portal).

Questions/Comments:

Questions, comments or requests regarding this course should be taken to the instructor. Unresolved issues involving this class may be taken to Dr. Leslee Pollina, Chair of the Department of Psychology (573-651-2835 or lpollina@semo.edu).

Course Calendar:

Note. This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

Week 1 (8/22, 8/24, 8/26):

Introduction to Personnel Psychology (Guion & Highhouse, Ch 1; Highhouse, 2008; Thayer et al., 2011)

Week 2 (8/29, 8/31, 9/2):

Selection and Prediction Models (Guion & Highhouse, Ch 3; McDaniel et al., 2011; SIOP, 2003)

NO CLASS MONDAY, 9/5 (LABOR DAY)

Week 3 (9/7, 9/9):

Job Analysis and Competency Modeling (Guion & Highhouse, Ch 2; Dierdorff & Wilson, 2003; Sanchez & Levine, 2009)

Week 4 (9/12, 9/14, 9/16):

Statistical Considerations in Personnel Psychology (Guion & Highhouse, Chs 5-7)

Week 5 (9/19, 9/21, 9/23):

Defining and Measuring Job Performance (Deadrick & Gardner, 2008; Viswesvaran & Ones, 2000)

Week 6 (9/26, 9/28, 9/30):

Ratings/Assessment Centers (Guion & Highhouse, Ch 11 & Ch 13; Meriac et al., 2008; Murphy, 2008)

Week 7 (10/3, 10/5, 10/7):

Intelligence and Performance Tests (Guion & Highhouse, Ch 10; Joseph & Newman, 2010; Murphy et al., 2003)

Week 8 (10/10, 10/12, 10/14):

Interviews and Personality Tests (Guion & Highhouse, Ch 12; Cortina et al., 2000; Hogan et al., 2007)

Week 9 (10/17, 10/19, 10/21):

Integrity Testing and Selection in Context (Berry et al., 2007; Marcus et al., 2007; Morgeson et al., 2005)

Week 10 (10/24, 10/26, 10/28):

Making Judgments and Decisions (Guion & Highhouse, Ch 8; Schmidt & Hunter, 1998; Truxillo et al., 1996)

Week 11 (10/31, 11/2, 11/4):

Fairness and Legal Issues (Guion & Highhouse, Ch 4 & Ch 9; Ployhart & Holtz, 2008; Terpstra et al., 1999)

Week 12 (11/7, 11/9, 11/11):

Applicant Reactions and Recruitment (Breugh, 2008; Buckley et al., 2002; Chan & Schmitt, 2004; Hausknecht et al., 2004)

Week 13 (11/14, 11/16, 11/18):

Technological Considerations (Chapman et al., 2003; Mead et al., 2014; Pearlman, 2009; Tippins, 2009)

NO CLASS MONDAY, 11/21, WEDNESDAY, 11/23, OR FRIDAY, 11/25 (FALL/THANKSGIVING BREAK)

Week 14 (11/28, 11/30, 12/2):

Peer Reviewing (Barber, 2010; Bedeian, 2003; Carpenter, 2009; Lepak, 2009)

Week 15 (12/5, 12/7, 12/9):

Selection System Application (no reading assigned)

FINAL EXAM MEETING: MONDAY, 12/12, 10:00-12:00 (regular classroom)