

**Syllabus**  
**PSY 339 – Personnel Psychology – Spring 2015**

**Basic Information**

<b>Instructor:</b>	James Beck, Ph.D.
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<b>Phone:</b>	519-888-4567 extension 33945
<b>E-mail:</b>	James.Beck@uwaterloo.ca
<b>Office hours:</b>	By appointment
<b>Class meets:</b>	Monday 6:30 – 9:20 PM
<b>Location:</b>	RCH 302
<b>Textbook:</b>	Levy, P. E. <i>Industrial Organizational Psychology: Understanding the Workplace (4th ed.)</i>
<b>Teaching assistants:</b>	Lindie Liang ( <a href="mailto:lindie.liang@uwaterloo.ca">lindie.liang@uwaterloo.ca</a> ); Vincent Phan ( <a href="mailto:Vincent.phan@uwaterloo.ca">Vincent.phan@uwaterloo.ca</a> ); Canaan Legault ( <a href="mailto:c3legault@uwaterloo.ca">c3legault@uwaterloo.ca</a> )

**Course Objectives**

This course provides an overview of the major topics, theories, and empirical findings in the field of personnel psychology. By the end of this course you should have a strong working knowledge of a variety of topics that are critical to organizational functioning. Broadly, in this course you will learn (1) how job performance is typically defined, measured and evaluated, (2) how to scientifically select employees to reach a range of organizational goals such as performance and diversity, and (3) how to train employees using state of the art learning and development techniques.

**Schedule**

	<b><i>Topic</i></b>	<b><i>Reading</i></b>
May 4	Course intro; Measurement	1, 2
May 11	Variance; Reliability	1, 2
May 18	<b>No Class Meeting: Victoria day</b>	
May 25	Job performance; Criteria	4
June 1	<b>Exam 1</b> ; Job analysis; Performance appraisal	3, 5
June 8	Intro to selection; Selection ratio; Validity	6
June 15	Constructs vs. method; Individual differences	6
June 22	<b>Assignment #1 due</b> ; Selection methods	6
June 29	<b>Exam 2</b> ; Selection decision-making	7
July 6	Legal and ethical issues in selection; Applicant reactions	7
July 13	Training needs assessment; Training design	8
July 20	Training evaluation	8
July 27	<b>Exam 3</b>	
July 31	<b>Assignment 2 due; No Class Meeting</b>	

**Grading**

<i>Midterm 1:</i>	12 points
<i>Midterm 2:</i>	13 points
<i>Midterm 3:</i>	25 points
<i>Assignment 1:</i>	25 points
<i>Assignment 2:</i>	25 points
<i>Extra credit:</i>	4 points

## Assignments

### Midterms

There will be three midterm tests. Tests 1 and 2 will be composed of 25 to 40 multiple choice items, and Test 3 will be composed of 75 to 100 multiple choice items. Each midterm test will be administered during regular a class period. Although the tests are primarily non-cumulative, the material presented later in the course builds on material presented earlier, meaning you will be responsible for all material that has been covered previously.

### Projects

There are two written assignments due during the term. You will receive a separate document describing each assignment in detail.

### Late work and missed exams:

***In general I do not accept late work.*** In certain circumstances exceptions can be made:

- Documentation of illness or other circumstances leading to missing the deadline (e.g., bereavement).
- Contact instructor within 48 hours. Whenever possible, contact should be made **before the deadline** has passed.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

**The Official Version of the Course Outline:**

If there is a discrepancy between the hard copy outline and the outline posted on the course website, the outline on website will be deemed the official version. Outlines on the website may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Accommodations for Students with Disabilities:**

The [AccessAbility](#) office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**Concerns About the Course or Instructor (Informal Stage):**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor. Dr. Eibach's contact information is as follows:

Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca), phone 519-888-4567 x38790.

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

**Academic Integrity, Academic Offenses, Grievance, and Appeals:**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

**Discipline:** A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71](#) - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](#) - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72](#) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity Website (Arts):** <https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behavior>

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

## **Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

#### ***How to participate?***

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. \*\*\**

More information about the REG program is available at:

[REG Participants' Homepage](#)

## **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.