

Syllabus
PSY 339 – Personnel Psychology – Winter 2013

Basic Information

Instructor: James Beck, Ph.D.
Office: PAS 4028
Phone: 519-888-4567 extension 33945
E-mail: James.Beck@uwaterloo.ca
Office hours: Tuesday / Thursday, 10:00 – 11:00 AM or by appointment
Class meets: Tuesday / Thursday, 8:30 – 9:50 AM
Location: HH1101
Textbook: Levy, P. E. *Industrial Organizational Psychology: Understanding the Workplace (3rd ed.)*
Teaching assistants:

Omar Ganai	Sam Hanig	Aimy Racine
ogandai@uwaterloo.ca	shanig@uwaterloo.ca	aracine@uwaterloo.ca

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

<p>Week 1 (Jan 8 / 10)</p> <p>T: Definition & history Th: Variance</p>	<p>Week 7 (Feb 26 / 28)</p> <p>T: Ind. diffs. cont. / selection methods Th: Selection methods cont.</p>
<p>Week 2 (Jan 15 / 17)</p> <p>T: Reliability & validity Th: Criteria / Job performance</p>	<p>Week 8 (Mar 5 / 7)</p> <p>T: Review / slack day Th: Midterm 2</p>
<p>Week 3 (Jan 22 / 24)</p> <p>T: Job analysis Th: Performance appraisal</p>	<p>Week 9 (Mar 12 / 14)</p> <p>T: Selection decision-making Th: Legal & ethical issues in selection</p>
<p>Week 4 (Jan 29 / 31)</p> <p>T: Review / slack day Th: Midterm 1</p>	<p>Week 10 (Mar 19 / 21)</p> <p>T: Applicant reactions to selection Th: Training needs assessment</p>
<p>Week 5 (Feb 5 / 7)</p> <p>T: Intro to selection / selection ratio Th: Validity applied to selection</p>	<p>Week 11 (Mar 26 / 28)</p> <p>T: Learning principles and training design Th: Training evaluation</p>
<p>Week 6 (Feb 12 / 14)</p> <p>T: Constructs vs. methods Th: Individual differences</p>	<p>Week 12 (Apr 2 / 4)</p> <p>T: Review / slack day / PROJECT DUE!! Th: Midterm 3</p>

Grading

Midterm 1:	24 points
Midterm 2:	24 points
Midterm 3:	24 points
Project:	24 points
Research Experience:	4 points

Assignments**Tests**

There will be three midterm tests. Each test will be composed of 50 to 75 multiple choice items. Each midterm test will be administered during regular a class period. Midterm 1 will cover weeks 1 to 4, midterm 2 will cover weeks 5-8, and midterm 3 will cover weeks 9-12. Although the tests will primarily cover material presented during these time periods, 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.

Project

You will need to prepare a document describing a plan for recruiting, hiring, and evaluating new personnel at a large organization. Essentially, you will take the role of a consultant hired by the organization to help with its human resource needs. You will be given a detailed job analysis describing the major tasks that must be performed by the new employees. It will be your job to make recommendations to the organization about a proposed selection system, including:

- a. How can the organization attract and recruit applicants?
- b. What characteristics should the organization select for?
- c. How should the organization measure these characteristics?
- d. What should the criterion/criteria be?
- e. How should the organization make selection decisions?
- f. How can the organization ensure legal/ethical compliance?
- g. How should the organization evaluate the effectiveness of the selection system?

The goal of this project is to help you think about how various topics covered in this course come together to meet business needs. In many (if not most) there is no one "correct" answer – I fully expect different students to take different approaches to the assignment. It is most important to be thoughtful and to use your expert judgment when making your recommendations.

The document you submit must be ***no longer than two pages*** (12 point Times New Roman font, 1" margins, double spaced). This page limit is firm (i.e., anything after the second page will not be graded).

Miscellaneous Information***Late work and make-up exams***

- In general I do not accept late work or give make-up exams.
- In certain circumstances exceptions can be made.

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

-seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:

http://www.healthservices.uwaterloo.ca/Health_Services/verification.html

-submit that form to the instructor within 48 hours.

-(preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

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.

In the case of a missed assignment deadline or midterm test, the instructor will either:

-waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or

-provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Laptops

- I don't mind if you want to use a laptop to take notes, but I think it will be easier to use a pen and paper (e.g., it's much easier and faster to draw a graph or flow chart by hand than to type notes describing it).
- If you do use a laptop, please be courteous.

PowerPoint slides

- I do not make my slides available to students.

Attendance

- I do not take attendance. However, I strongly recommend you come to class. I will present material not covered in the textbook, explain difficult material, and emphasize points that I think are important.

Complaints, Academic Integrity Academic Offences, etc.

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN 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 Office for Persons with Disabilities (OPD), 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 OPD 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 Studies ([Myra Fernandes from July 1, 2012 through June 30, 2014](#)) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Myra Fernandes
 Email: mafernan@uwaterloo.ca
 Ph 519-888-4567 ext 32142

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. [Further details: <http://www.uwaterloo.ca/academicintegrity/>]

Discipline: A student is expected to know what constitutes academic integrity [<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):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

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

Research Experience Info

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 up to 4% of their final mark in this course through research experience (i.e., course work will make up 96% of the

final mark and research experience will make up the other 4% for a maximum grade of 100%). **However there are some restrictions on the types of studies that are eligible for credit in this course. Be sure to review the guidelines referred to later in this document.**

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 is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

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.

[INSTRUCTIONS/DATES/DEADLINES: 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 in general 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.

For students taking this course for HRPA credit:

- **HRPA EDUCATION REQUIREMENT:**
- Students taking this course for credit towards HRPA's CHRP education requirement must achieve a minimum grade of 65% as required by the Human Resources Professionals Association (HRPA). See the HRPA website (<http://www.hrpa.ca/OfficeOfTheRegistrar/Pages/certification.aspx>) for further information.