University of Waterloo
Department of Psychology
PSYCH 339
Personnel Psychology
Winter 2014
Tues/Thurs, 8:30-9:50 AM, HH1101

Instructor and T.A. Information

Instructor: James W. Beck, Ph.D.
Office: PAS 4028
Office Phone: 519-888-4567 x33945
Office Hours: Tues/Thurs 10:00-11:00 AM or by appointment
Email: James.Beck@uwaterloo.ca

T.A.	Aimy Racine	Yourie Kim
Email	aracine@uwaterloo.ca	ky8kim@uwaterloo.ca
Office	PAS 4214	PAS 4214
Office Hours	Mon 1:30-3:00 PM	Fri 10:00-11:30 AM

Course Description

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..

Course Goals and Learning Outcomes

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

Text

- Levy, P. E. Industrial Organizational Psychology: Understanding the Workplace (4th ed.)

This text is optional.

Readings Available on LEARN

- N/A

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Midterm 1	Janurary 30, 2014	24%
Midterm 2	March 6, 2014	24%
Midterm 3	April 3, 2014	24%
Project	March 27, 2014	24%
Research experience	N/A	4%
Total		100%

Midterms

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).

Research Experience

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.

Course Outline

Week	Date	Topic	Readings Due
1	Jan 7/9	Denifinitions, history, variance, distributions	Ch 1,2
2	Jan 14/16	Reliability, validity, criteria, job performance	Ch 2,4
3	Jan 21/23	Job analysis, performance appraisal	Ch 3, 5
4	Jan 28/30	Review/slack day, Midterm 1	
5	Feb 4/6	Intro to selection, selection ratio, validity	Ch 6
6	Feb 11/13	Constructs vs methods, individual differences	Ch 6
7	Feb 25/27	Individual differences, selection methods	Ch 6
8	Mar 4/6	Review/slack day, Midterm 2	
9	Mar 11/13	Selection decision-making, legal/ethical issues	Ch 7
10	Mar 18/20	Applicant reactions, training needs assessment	Ch 7, Ch 8
11	Mar 25/27	Training design, training evaluation	Ch 8
12	Apr 1/3	Review/slack day, Midterm 3	

Late Work

In general I do not accept late work or give make-up exams.

With regard to the course project, if an extension is requested I will ask the student to hand in what they have completed for evaluation. I may decide to grant an extension if the work submitted indicates the student had made a good faith erffort to complete the assignment on time.

In certain circumstances make-up exams may be given.

Formal documention will be required for all extensions (including make-up exams). Specifically:

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.

Electronic Device Policy

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.

Only basic caluclators may be used on the exam (e.g., TI-30). No graphing calculators, cell phones, tablets, or any other elerctronic device with memory may be used.

Attendance Policy

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.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, 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.

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.

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.

Other sources of information for students

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services 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.