PSY 339 Personnel Selection

Winter 2016
Lecture: Tuesdays & Thursdays 8:30-9:50AM
Location: PAS 2083

Professor: Winny Shen (winny.shen@uwaterloo.ca; 519-888-4567 ext. 31576)
Office Hours: Tuesdays & Thursdays, 10:00-11:00AM, PAS 4026 or by appointment

Teaching Assistants: Dan Brady (d2brady@uwaterloo.ca) & Amrit Litt (aklitt@uwaterloo.ca)
Office Hours: by appointment; open office hours before project due dates and exams will be announced on LEARN

Course Description

Personnel Psychology is a core component of the application of the scientific study of human behavior and thinking in work organizations (i.e., Industrial/Organizational or I/O Psychology). Personnel Psychology is both an academic discipline and a professional discipline; thus, in this class we focus on both research and the application of research findings to practical problems in the workplace. I/O psychologists, many of whom specialize in personnel selection, are concerned with the recruitment, selection, training, and job performance of individuals and groups at work.

Course Objectives

By the end of this course, you should be able to answer each of the following questions:
1. What is Industrial/Organizational (I/O) Psychology?
2. What is the criterion problem, and why does it impact all of personnel selection?
3. How is a job defined?
4. What are the common attributes of workers typically assessed for selection?
5. What are the methods typically used to assess worker attributes for selection?
6. How does federal law affect the practice of personnel selection?
7. What are applicant reactions and why are they important?
8. What is recruitment?
9. How can organizations improve their attractiveness to job applicants?
10. How are people best trained for work?

Required Materials

1. Levy, P. E. (2013). Industrial Organizational Psychology: Understanding the Workplace (4th Ed.). New York, NY: Worth.
   - The university bookstore carries an abridged, loose-leaf version that contains only Chapters 1-8, which is what is required for the course. ISBN: 1-319-02161-1, ISBN-13: 978-1-319-02161-0.

- You are free to use an older edition of the textbook, but I will be referencing the 4th edition. If there are any discrepancies between editions, that would be your responsibility to ascertain.
2. Reliable, convenient Internet access on a computer capable of using LEARN.

Class Schedule*

Lect.#	Date		Topic(s)	Reading	Due Dates
1	T	Jan 5	Introduction		
2	Th	Jan 7	History of I/O	Chapter 1	
3	T	Jan 12	Methods & Stats in I/O	Chapter 2	
4	Th	Jan 14	Reliability & Validity in I/O		
5	T	Jan 19	Criterion Measurement	Chapter 4	
6	Th	Jan 21	Job Analysis &	Chapter 3	
	T	Jan 26	**Project 1 Explanation** Slack Day/Open Time for Review & Questions		
	Th	Jan 28	***Exam 1***		
	T	Feb 2	Predictor Constructs		
7	Th	Feb 4	Predictors Constructs	Chapter 6	**Planning statement for Project 1 due**
8	T	Feb 9	Assessment Methods		
9	Th	Feb 11	Assessment Methods		
	T	Feb 16	Reading Week – No Class		
	Th	Feb 18	Reading Week – No Class		
10	T	Feb 23	Performance Appraisal *Combining Predictors and Methods Class Activity*	Chapter 5	
11	Th	Feb 25	Selection Decisions	Chapter 7 (p. 181-201)	
	T	Mar 1	**Project 2 Explanation** Slack Day/Open Time for Review & Questions		**Project 1 due**
	Th	Mar 3	***Exam 2***		
12	T	Mar 8	Selection Systems		
13	Th	Mar 10	Legal Issues in I/O	Chapter 7 (p. 202-216)	
14	T	Mar 15	Applicant Reactions to Selection		
15	Th	Mar 17	Recruitment & Organizational		

			Attraction		
16	T	Mar 22	Training and Development – Part 1	Chapter 8 (p. 222-233)	
	Th	Mar 24	Training and Development – Part 2	Chapter 8 (p. 234-251)	**Project 2 due**
17	T	Mar 29	Slack Day/Open Time for Review & Questions		
18	Th	Mar 31	*Exam 3*		

* Note that the class schedule is tentative and any changes will be announced in class or on LEARN.

Assessment & Evaluation

	% of Grade
Test 1	24
Test 2	24
Test 3	24
Project 1 Planning Statement	2
Project 1	10
Project 2	12
Research Experience	4
Total	100

Lecture Notes

Lecture notes will be posted the night before the lecture by 9:00PM (Monday and Wednesday nights). If you would like to take notes on the slides, please feel free to print them out and bring them with you to lecture. Note that power point slides serve as a guide for lecture and our discussions, **but by no means contain all the information we discuss in class and do not replace regular class attendance**.

Projects

Projects will be submitted through LEARN. All papers received after **8:30AM** on their due date according to LEARN's time system will be marked late (i.e., assignments should be submitted before class beings). Assignments will be accepted up to two days late (until 8:30AM on the 2nd day after the due date) with a 50% grade penalty. Make sure you open LEARN early enough to turn in your assignments on time.

If you missed an assignment due date because of extenuating circumstances, documentation of illness or other circumstances leading to missing the deadline (e.g., bereavement) is required. Please contact the instructor within 48 hours. Whenever possible, contact should be made **before** the deadline has passed.

Although the TAs for this class strive to be as fair and accurate as possible, occasionally grading mistakes are made. If you feel this has happened to you, you are permitted and encouraged to submit your work for re-grading to the instructor. When doing so, please submit a **written request** stating which points you

feel were mistakenly deducted and why. This submission must be received no later than **one week** after the graded assignment or exam was returned to you. The instructor will re-grade the paper in question.

Exams

There will be three (3) in-class exams. The first exam will cover material through January 26; the second, between that exam and February 1; and the third, after the second exam and the end of the course. Although none of the exams will be cumulative, note that some material tested in Exam 1 may be needed to understand material on later exams. Exams will be a combination of multiple choice questions and one- to three- paragraph essays. (Please see *Projects* section on re-grading of exams answers).

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%).

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 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.

University and Psychology Department Policies

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 website (Arts)
Academic Integrity Office (UWaterloo)

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), 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 Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information:

Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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.

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

1. seek medical treatment as soon as possible and obtain a completed uWaterloo Verification of Illness Form
2. submit that form to the instructor within 48 hours.
3. (is possible) 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, midterm test, or quiz, the instructor will either:
1. 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
2. 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.

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.