

**SPRING 2019****PERSONNEL PSYCHOLOGY—PSYC 353-500**

**Lectures:** TR 11:10 am-12:25 pm  
**Room:** PSYC 337  
**Instructor:** Winfred Arthur, Jr. PhD  
**Office:** Psychology 272  
**Phone:** 845-2502  
**Email:** w-arthur@tamu.edu  
**Office Hrs:** TR 2:00 pm-4:00 pm. I am also available by appointment as well.

This syllabus can be found online in the Howdy schedule of classes.

**REQUIRED TEXT**

Although we do not have a required text for this course, there are several very good texts that cover the topics that we will be covering. Some of these are listed below as "Recommended Sources". The specific sections in these books serve as reference/review materials for the topics that we will be covering. **It is important that you consult these and other like sources as warranted as we progress through the course.**

Of course, you may purchase or rent one of these texts if you want to. Should you choose to do so, note that as with most I/O textbooks at the undergraduate level, they are full I/O texts; that is, they cover **both** personnel and organizational psychology. However, as you are aware, PSYC 353 covers only personnel psychology and therefore, at best only half of most of these texts are germane to this course. If you decide to purchase or rent a copy, I will be glad to discuss which of these recommended sources might best meet your needs (e.g., do you intend to carry on to graduate school?).

**RECOMMENDED SOURCES**

Gatewood, R. D., Feild, H. S., & Barrick, M. (2018). *Human resource selection* (9<sup>th</sup> ed.). Boston, MA: Cengage Learning.

Landy, F. L., & Conte, J. M. (2018). *Work in the 21<sup>st</sup> century: An introduction to industrial and organizational psychology* (6<sup>th</sup> ed.). Hoboken, NJ: Wiley.

Levy, P. (2016). *Industrial/organizational psychology: Understanding the workplace* (5<sup>th</sup> ed.). New York, NY: Worth Publishers.

Muchinsky, P. M., & Howes, S. S. (2018). *Psychology applied to work* (12<sup>th</sup> ed.). Summerfield, NC: Hypergraphics Press Inc.

→ Other sources and readings will be assigned as warranted.

**PREREQUISITES**

PSYC 107, PSYC 301, and PSYC 302; or U3 or U4 classification

**Note:** The course is taught based on the premise that the student has completed coursework in basic statistics, and research design and methods.

**COURSE DESCRIPTION**

The focus of this course is to introduce students to current topics, and advances and innovations in personnel psychology. Towards this end, the course will start with an overview of major concepts and principles (e.g., job analysis, test score reliability and validity) which will serve as the foundation for subsequent topics.

Whereas we are not exactly a small class, after the introductory topics, my intent is to make this course more discussion-based and less so lecture-based. Hence, it is expected that students will have done some reading on the specified topic before class and be ready to discuss it in class.

**Note.** This course counts as an elective towards the **Certificate in Work and Organizations**

<https://liberalarts.tamu.edu/psychology/undergraduate/academics/ugcertificates/>

### LEARNING OUTCOMES

This course is designed to introduce and engage the student in a review and discussion of current topics, and advances and innovations in personnel psychology. Thus, the objective of course is to familiarize students with a range of topics and issues in personnel psychology. At the end of this course, successful students will be able to:

- Demonstrate a basic understanding and familiarity with core concepts and principles, and advances and innovations in personnel selection.
- Understand the research literature on these issues and subsequently be able to apply this understanding to, and consequently be an informed consumers of public media and other lay treatments, presentations, and discussions of these issues and topics.
- Apply this knowledge and understanding as a solid foundation for graduate or professional study in industrial/organizational psychology, and/or human resource management.

### COURSE STRUCTURE

As previously noted, after the introductory topics, my intent is to make this course more discussion-based and less so lecture-based. Hence, it is expected that students will have done some reading on the specified topic before class and be ready to discuss it in class. Students may be provided with suggested and/or required readings for specified topics. However, it is expected that students will actively engage in locating and reading additional sources and material. The recommended sources listed on page 1 will be a good place to start for some topics.

### EXAMINATION AND GRADING POLICIES

Final course grades will be based on performance on assignments, and exams which will be administered after the completion of each topic, and a comprehensive final. The exams may consist of multiple-choice, write-in, and fill-in items.

#### 1. **Assignments, and after-topic exams (70%)**

There will be a **short** exam (about 15-20 items, sometimes more, sometimes less) after the completion of each topic. There may be assignments as well. The assignments and exams will be equally weighted and their cumulative score will comprise 70% of the final course grade.

#### 2. **Final exam (30%)**

The final exam will be comprehensive and will be administered on the University-scheduled finals date. This exam will comprise 30% of the final course grade.

**FINAL COURSE GRADE.** The assignment of final course letter grades will be based on the scale presented below. I use standard rounding rules to round to whole numbers (i.e., .5 or higher rounds to the next whole number).

A = 90-100      B = 80-89      C = 70-79      D = 60-69      F = below 60

Although this is not necessarily a difficult course per se, to do well in this course requires that you engage the material in a meaningful way. Specifically, develop the habit of reviewing your notes, assigned materials, and the specified sections in the recommended texts **before** class and then take the responsibility of asking questions in class for clarifications and expectations. The unique thing about education—particularly higher education—is that it is not just a service (me) or a good (this course); it is a process, and the learner (YOU!!) takes an active role in creating its value. In short, YOU are responsible and control what you get out of this course, and any other course that you take in this university!! Related to that, here are **four really good articles on strategies to maximize your learning and subsequently success in this and other courses in college**; (1) **Putnam et al. (2016)**, (2) **Mueller & Oppenheimer (2014)**, (3) **Payne et al. (2017)**, and (4) **Miyatsu et al. (2018)**. So, once

again, if you are "lost" and/or do not understand or grasp what is being covered, ASK QUESTIONS. Do not assume that because no one else is asking questions, they all understand the material and therefore, you will be "slowing the class down." Far be from it!! Answering questions and clarifying material is one of the things I am here to do.

PLEASE NOTE THAT THE ASSIGNMENT OF COURSE GRADES WILL BE AS STATED IN THIS SYLLABUS. I DO NOT AND WILL NOT ALTER THESE POLICIES ON A CASE-BY-CASE BASIS. CONSEQUENTLY, PLEASE **DO NOT** APPROACH ME AFTER GRADES HAVE BEEN POSTED TO EITHER ALTER YOUR GRADE OR GIVE YOU ADDITIONAL OPPORTUNITIES/ACTIVITIES TO CHANGE YOUR COURSE GRADE.

### EXAM DATES AND CONTENT

As previously noted, after-topic exams will be administered after the completion of the specified topics. The exams will be administered **no later** than 2 class meetings after the completion of the specified topic.

The Final Exam will be on the University-scheduled finals date; please consult the Spring 2019 Final Exam Schedule at

<http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Examination-Schedules#0-Spring2019>

The Final Exam will be comprehensive, encompassing all the material covered in the course.

### MAKE-UP EXAMS

Attendance at exams is **mandatory**. Illness, death in the family, or other traumatic events unfortunately are part of life. However, to help manage the course and maintain some level of fairness across all students in the class, the policy concerning make-up exams is in strict accordance with University policy (see <http://student.rules.tamu.edu/rule07>). So, if you have an excused absence per this policy, then I will make arrangements for you to take the missed exam during office hours.

### CLASS ATTENDANCE

Because the vast portion of the material covered by each exam will be based on in-class discussions, class attendance is mandatory. However, attendance will not be directly monitored and there will be no direct penalty for absences. That being said, if you miss class, please do NOT send me an email asking "Did you do anything important today?" or "What did we cover today?" It is YOUR responsibility to obtain lecture notes from a classmate if you miss class. So, identify a friend and exchange contact information on the first day!

Please ensure that your cell phone (and its usage) does not disrupt class. If your phone has to be on during class for emergency reasons, then please ensure that it is set to a silent mode.

**Finally you do not have my permission to electronically record (either audio and/or video) my lectures.**

### COURSE TOPICS

1. Introduction  
- I-O Connection
2. Job Analysis
3. Measurement (test score reliability and validity); and selection decisions
4. Predictors (constructs and methods), and criteria (work performance)
5. Unproctored internet-based testing, and mobile device testing

Arthur, W., Jr., Doverspike, D., Muñoz, G. J., Taylor, J. E., & Carr, A. E. (2014). The use of mobile devices in high-stakes remotely delivered assessments and testing. *International Journal of Selection and Assessment*, 22, 113-123.

Lawrence, A. D., & Kenney, T. B. (2017). *Mobile devices and selection*. Bowling Green, OH: SIOP.

Walker, J. M., & Moretti, D. (2018). *Recent trends in preemployment assessment*. Bowling Green, OH: SIOP.

Tippins, N. T. (2009). Internet alternatives to traditional proctored testing: Where are we now? *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 2, 2-10.

## 6. Use of social media to make employment-related decisions

Chambers, R., & Winter, J. (2017). *Social media and selection: A brief history and practical recommendations*. Bowling Green, OH: SIOP.

Stoughton, J. W., Thompson, L. F., & Meade, A. W. (2015). Examining applicant reactions to the use of social networking websites in pre-employment screening. *Journal of Business and Psychology*, 30, 73-88.

Van Iddekinge, C. H., Lanivich, S. E., Roth, P. L., & Junco, E. (2016). Social media for selection? Validity and adverse impact potential of a Facebook-based assessment. *Journal of Management*, 42, 1811-1835.

social media is changing how people search for jobs:

<http://www.coca-colacompany.com/stories/hire-power-how-social-media-is-changing-the-way-people-search-for-jobs?ref=cojs>

can your boss access your Facebook:

<https://www-marketwatch-com.cdn.ampproject.org/c/s/www.marketwatch.com/amp/story/guid/78EC2AE0-F0C4-11E7-9CB9-66A85B738372>

## 7. Personality testing in personnel selection

[http://www.siop.org/article\\_view.aspx?article=1323](http://www.siop.org/article_view.aspx?article=1323)

<http://www.siop.org/Media/News/rebuttal.aspx>

[http://www.siop.org/Media/News/personality\\_tests.aspx](http://www.siop.org/Media/News/personality_tests.aspx)

WSJ (2014). Are workplace personality tests fair?

### WITHDRAWAL FROM THE COURSE

Policy governing withdrawal from the course is in accordance with current University regulations (see Student Rule 17 for details <http://student-rules.tamu.edu/rule17>).

### AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>".

**ACADEMIC INTEGRITY STATEMENT**  
**"AGGIE HONOR CODE**

'An Aggie does not lie, cheat, or steal or tolerate those who do.'

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please visit <http://student-rules.tamu.edu/aggiecode>".

**PLAGIARISM—FACULTY SENATE ADDENDUM**

"The handouts used in this course are copyrighted. By 'handouts', I mean all material generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission to do so.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section 'Scholastic Dishonesty'."