

## FALL 2014

### Personnel Psychology—PSYC 611-600 R 9:00 am - 12:00 pm, PSYC 335

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A copy of this syllabus can be found online at < <http://arthurlab.tamu.edu/courses/611/> >

**Prerequisite.** PSYC 353 (undergraduate Personnel Psychology) or equivalent and graduate classification, or approval of instructor.

**Course Description and Objectives.** This course is designed to give the student an introduction to, along with an in-depth understanding of, the major concepts, issues, and principles in personnel psychology. It is expected that at the end of the course, you should be well along the way to developing a walking-knowledge and understanding of the specified major concepts, issues, and principles. Students are expected to read and, within reason, be familiar with the assigned material **prior** to class. Consequently, students are expected to be able to critically answer questions and discuss issues raised in class using the appropriate professional terminology, and integrating and citing supporting literature. So, needless to say, each student is expected to be an active participant and learner in this course. At this level, I operate under the premise that **you** will and have assumed primary responsibility for your learning and professional and scholarly development. If you are unclear about my expectations, please do not hesitate to ask me.

**Changes to Syllabus.** I reserve the right to make changes to the syllabus and schedule during the semester. You will have sufficient advance notice of any changes, they will be announced, and if warranted a revised syllabus will be redistributed. It is your responsibility to ensure that you are aware of any and all changes.

**Course Requirements and Grading Policies.** The assignment of course letter grades will be based on the following scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60. Please do **not** assume that simply enrolling in the course ensures that you will receive an A; this would be an unwise and unfortunate assumption. I expect you to earn your grade.

The final course grade will be based on the following performance activities:

**1. Class attendance and participation (10%)**

Class attendance is mandatory. You will be dropped a letter grade for any two (2) unexplained absences (e.g., without prior notification, a verifiable excuse). Class participation consists of coming to class prepared (i.e., having read all the assigned readings) and willing and able to contribute to the discussion of the topics for the week.

**2. After-topic exams (30%)**

Cumulative score on exams that will be administered after the completion of each topic. Exams will be administered, scored, and reviewed at the next class session following the completion of the topic. The present syllabus lists an exam for each topic; some exams may be eliminated if and as warranted.

### 3. Class presentation (20%)

Each student will be required to select one (1) topic from Topics 11-19 and present it in class. Plan for a 30-minute presentation with an additional 15-20 minutes for questions and discussion. Thus, we should be able to cover 3 topics in a class period if we choose to so do.

Concerning the presentations, the articles listed for Topics 11-19 are intended to get you started; it is my expectation that you will do a literature search to ensure that the material you are using is current and complete.

### 4. Job Analysis Project (and other assignments [if any]) (20%)

Students will undertake a job analysis project. Project team composition and sizes will be determined at a later date. The job analysis project will be completed to mastery. Consequently, grades for this assignment will be based on the student's participation in completing the project. We will design a multi-dimensional peer-evaluation measure and on completing the project, each student will then anonymously rate the contribution and participation of each team member to the completion of the project. The student's grade will be the mean of these ratings. The design and development of the peer-evaluation measure will be incorporated into our discussion of **criteria and job performance** (Topic 6), and **performance appraisal** (Topic 7).

Other assignments → TBA

### 5. Final exam (20%)

The final exam will be a in-class comprehensive multiple-choice exam that will be administered on the scheduled final exam date.

**Withdrawal From the Course.** Policy governing withdrawal from this course is consistent with current university regulations.

**Make-up Exams.** Attendance at exams is mandatory. There will be **no** make-up exams without prior notification and a valid, verifiable excuse.

**Cell Phones.** Statement of the obvious—if you bring a cell phone to class, please make sure the it is turned off. (If it has to be on for **emergency** reasons, then please ensure that it is set to a silent mode.)

### Americans with Disabilities Act (ADA) Policy 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 the Department of Disability Services in Cain Hall, Room B118, call 845-1637, or email [disability@tamu.edu](mailto:disability@tamu.edu). For additional information visit <http://disability.tamu.edu>".

### Academic Integrity Statement and Policy

"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'.

**All exams and tests for the course are secure and should be treated as such.**

## **COURSE OUTLINE AND READING LIST**

### **Required text**

Cascio, W. F., & Aquinis, H. (2011). *Applied psychology in human resource management* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. [ISBN-13: 978-0-13-609095-3]

Most of the readings on this syllabus are available at < <http://arthurlab.tamu.edu/courses/611> >

**General References.** These are sources that you will need and use throughout both your graduate and professional careers so it is a good idea to get them or at least ensure that you have ready access to them until you do.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (AERA, APA, & NCME). (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

American Psychological Association. (2009). *Publication manual for the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

Department of Labor. O\*NET. < <http://online.onetcenter.org/> >

Dictionary of Occupational Titles < <http://www.occupationalinfo.org/> >

Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice. (1978). Adoption by four agencies of uniform guidelines on employee selection procedures. *Federal Register*, 43, 38290-38315.

Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice. (1979). Interpretation and clarification of the Uniform Employee Selection Guidelines. *Federal Register*, 44, 11996-12009.

Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice. (1980). Adoption of additional questions and answers to clarify and provide a common interpretation of the Uniform Guidelines on Employee Selection Procedure. *Federal Register*, 45, 29529-29531.

Gatewood, R. D., Feild, H. S., & Barrick, M. (2011). *Human resource selection* (7<sup>th</sup> ed.). Mason, OH: South-Western College Publishing.

Guion, R. M. (2011). *Assessment, measurement, and prediction for personnel decisions* (2<sup>nd</sup> ed.) New York, NY: Routledge.

Guion, R. M., & Highhouse, S. (2006). *Essentials of personnel assessment and selection*. Mahwah, NJ: Erlbaum.

Muchinsky, P. M. (2011). *Psychology applied to work* (10<sup>th</sup> ed.). Kansas City, KS: Hypergraphics Press.

Society for Industrial and Organizational Psychology. (2003). *Principles for the validation and use of personnel selection procedures* (4<sup>th</sup> ed.). Bowling Green, OH: Author.

The Civil Rights Act of 1964.

The Civil Rights Act of 1991.

## **1. What is I/O psychology, what do I/O psychologists do, and licensure and ethical issues in I/O psychology**

Cascio & Aguinis, Chapters 1 and 3; and Chapter 18.

Benjamin, L. T. Jr., & Baker, D. B. (2004). From Séance to Science: A history of the profession of psychology in America. *Chapter 4: Industrial/Organizational Psychology* (pp. 115-155). Belmont, CA: Wadsworth/Thompson Learning.

Borman, W. C., Ilgen, D. R., & Klimoski, R. J. (2003). Stability and change in industrial and organizational psychology. In W. C. Borman, D. R. Ilgen, R. J. Klimoski, & I. B. Weiner (Eds.), *Handbook of psychology: Volume 12, Industrial and organizational psychology* (pp.1-17). Hoboken, NJ: John Wiley & Sons, Inc.

- Highhouse, S. (2007). Where did this name come from anyway? A brief history of the I-O label. *The Industrial-Organizational Psychologist*, 45(1), 53-56.
- Khanna, C., Medsker, G. J., & Ginter, R. (2013). 2012 income and employment survey results for the Society for Industrial and Organizational Psychology. *The Industrial-Organizational Psychologist*.
- Lefkowitz, J. (2012). The impact of practice values on our science. *The Industrial-Organizational Psychologist*, 50(2), 16-22.
- Ryan, A.M. (2003). Defining ourselves: I-O psychology's identity quest. *The Industrial Organizational-Psychologist*, 41(1), 21-33.
- Sackett, P. R., & Lievens, F. (2008). Personnel selection. *Annual Review of Psychology*, 59, 419-450. [Since this article is a review of personnel psychology in general, treat this article as a general reference and source for all subsequent sections in this syllabus. However, I am **not** repeating it after each section.]

## 2. Job analysis

Cascio & Aguinis, Chapter 9.

Department of Labor. O\*NET. < <http://online.onetcenter.org> >

Dictionary of Occupational Titles < <http://www.occupationalinfo.org/> >

- Doverspike, D., & Arthur, W. Jr. (2012). The role of job analysis in test selection and development. In M. A. Wilson, W. Bennett, Jr., S. G. Gibson, & G. M. Alliger (Eds.), *The handbook of work analysis in organizations: The methods, systems, applications, and science of work measurement in organizations* (pp. 381-399). New York: Routledge/Psychology Press.
- Morgeson, F. P., & Dierdorff, E. C. (2011). Work analysis: From technique to theory. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 3-41). Washington, DC: APA.

## Exam 1 and Exam 2

### 3. Recruitment and initial screening

Cascio & Aguinis, Chapter 11.

- Dineen, B. R., & Soltis, S. M. (2011). Recruitment: A review of research and emerging issues. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 43-66). Washington, DC: APA.
- Newman, D. A., & Lyon, J. S. (2009). Recruitment efforts to reduce adverse impact: Targeted recruiting for personality, cognitive ability, and diversity. *Journal of Applied Psychology*, 94, 298-317.

### Exam 3

#### 4. Testing, validation, psychometrics, and making selection decisions

Cascio & Aguinis, Chapters 6, 7, 8, and 14 (pp. 315-332)

Arthur, W. Jr. (2010). *Research methods*. Presentation at the Texas A&M University I/O Psychology Colloquium Series.

Binning, J. F., & Barrett, G. V. (1989). Validity of personnel decisions: A conceptual analysis of the inferential and evidential bases. *Journal of Applied Psychology, 74*, 478-494.

Guion, R. M. (2002). Validity and reliability. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 58-76). Malden, MA: Blackwell Publishers Ltd.

Johnson, J. W., Steel, P., Scherbaum, C. A., Hoffman, C. C., Jeanneret, P. R., & Foster, J. (2010). Validation is like motor oil: Synthetic is better. *Industrial and Organizational Psychology, 3*, 305-328.

Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist, 50*, 741-749.

Pedhazér, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: LEA. (Validity pp. 223-233.)

### Exam 4

#### 5. Meta-analysis and validity generalization

Cascio & Aguinis, Chapter 7 (pp. 158-165).

Arthur, W., Jr., Bennett, W. Jr., & Huffcutt, A. I. (2001). The theory of meta-analysis—Sampling error and the law of small numbers. In W. Arthur, Jr., W. Bennett, Jr., & A. I. Huffcutt. *Conducting meta-analysis using SAS* (pp. 5-20). Mahwah, NJ: LEA.

Glass, G. V. (1999, July 15). *Meta-analysis at 25*. Paper presented to Office of Special Education Programs Research Project Directors' Conference, U.S. Department of Education. Washington D.C.

Huffcutt, A. I. (2002). Research perspectives on meta-analysis. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 198-215). Malden, MA: Blackwell Publishers Ltd.

### Exam 5

#### 6. Criteria and work performance

Cascio & Aguinis, Chapter 4.

Carpenter, N. C., & Arthur, W., Jr. (2013). The conceptual versus empirical distinctiveness of work performance constructs: The impact of work performance items. In D. Svyantek, & K. Mahoney (Eds.), *Received wisdom, kernels of truth, and boundary conditions in organizational studies* (pp. 201-238). Charlotte, NC: Information Age Publishing.

Motowidlo, S. J. (2003). Job performance. In W. C. Borman, D. R. Ilgen, R. J. Klimoski, & I. B. Weiner (Eds.), *Handbook of psychology: Volume 12, Industrial and organizational psychology* (pp. 39-53). Hoboken, NJ: John Wiley & Sons, Inc.

## **7. Performance appraisal**

Cascio & Aguinis, Chapter 5.

DeNisi, A. S., & Sonesh, S. (2011). The appraisal and management of performance at work. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 255-279). Washington, DC: APA.

Murphy, K. (2008). Explaining the weak relationship between job performance and ratings of job performance. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*, 148-160 [plus commentaries and response, pp. 161-205].

Roch, S. G., Woehr, D. J., Mishra, V., & Kieszczynska, U. (2012). Rater training revisited: An updated meta-analytic review of frame-of-reference training. *Journal of Occupational and Organizational Psychology, 85*, 370-395.

## **Exam 6 and Exam 7**

## **8. Utility analysis**

Cascio & Aguinis, Chapter 14 (pp. 332-342).

Cabrera, E. F., & Raju, N. S. (2001). Utility analysis: Current trends and future directions. *International Journal of Selection and Assessment, 9*, 92-102.

Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*, 333-342.

Kim, Y., & Ployhart, R. E. (2013). The effects of staffing and training on firm productivity and profit growth before, during, and after the great recession. *Journal of Applied Psychology, 99*, 361-389.

## **Exam 8**

## **9. The predictor construct and predictor method distinction, predictors, and test types**

Arthur, W., Jr., & Villado, A. J. (2008). The importance of distinguishing between constructs and methods when comparing predictors in personnel selection research and practice. *Journal of Applied Psychology, 93*, 435-442.

Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin, 124*, 262-274.

Schmitt, N. (2014). Personality and cognitive ability as predictors of effective performance of work. *Annual Review of Organizational Psychology and Organizational Behavior, 1*, 45-65.

## 10. Subgroup differences, adverse impact, EEO and legal issues, and such

Cascio & Aguinis, Chapter 2.

Arthur, W., Jr., & Doverspike, D. (2005). Achieving diversity and reducing discrimination in the workplace through human resource management practices: Implications of research and theory for staffing, training, and rewarding performance. In R. L. Dipboye, & A. Colella (Eds), *Discrimination at work: The psychological and organizational bases* (pp. 305-327). Mahwah, NJ: LEA.

Arthur, W., Jr., Doverspike, D., Barrett, G. V., & Miguel, R. (2013). Chasing the Title VII Holy Grail: The pitfalls of guaranteeing adverse impact elimination. *Journal of Business and Psychology, 28*, 473-485.

Arthur, W., Jr., & Woehr, D. J. (2013). No steps forward, two steps back: The fallacy of trying to "eradicate" adverse impact? *Industrial and Organizational Psychology: Perspectives on Science and Practice, 6*, 438-442.

Johns, M., Schmader, T., & Martens, A. (2005). Knowing is half the battle: Teaching stereotype threat as a means of improving women's math performance. *Psychological Science, 16*, 175-179.

Krendl, A. C., Richeson, J. A., Kelley, W. M., & Heatherton, T. F. (2008). The negative consequences of threat: A functional magnetic resonance imaging investigation of the neural mechanisms underlying women's underperformance in math. *Psychological Science, 19*, 168-175.

Landy, F. (2008). Stereotypes, bias, and personnel decisions: Strange and stranger. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*, 379-392 [plus commentaries and response, pp. 393-453].

Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology, 61*, 153-172.

Roth, P. L., Huffcutt, A. I., & Bobko, P. (2003). Ethnic group differences in measures of job performance: A new meta-analysis. *Journal of Applied Psychology, 88*, 694-706.

## Exam 9 and Exam 10



## 11. Fit: Person-organization fit and individual assessment

Highhouse, S. (2002). Assessing the candidate as a whole: A historical and critical analysis of individual psychological assessment for personnel decision making. *Personnel Psychology*, *55*, 363-396.

Kristof-Brown, A., & Guay, R. P. (2011). Person-environment fit. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 3, Maintaining, expanding, and contracting the organization* (pp. 3-50). Washington, DC: APA.

### Exam 11

## 12. Predictors based on personal and historical information (e.g., biodata, background and credit checks, references, and letters of recommendation)

Cascio & Aguinis, Chapter 12 (pp. 253-260).

Madera, J. M., Hebl, M. R., Martin, R. C. (2009). Gender and letters of recommendation for academia: Agentic and communal differences. *Journal of Applied Psychology*, *94*, 1591-1599.

Stokes, G. S., & Cooper, L. A. (2004). Biodata. In M. Hersen, & J. C. Thomas (Eds.), *Comprehensive handbook of psychological assessment: Volume 4, Industrial and organizational assessment* (pp. 243-268). NY: John Wiley & Sons, Inc.

### Exam 12

## 13. Training and experience

Cascio & Aguinis, Chapter 12 (pp. 263-264).

Levine, E. L., Ash, R. A., & Levine, J. D. (2004). Judgmental assessment of job-related experience, training, and education for use in human resource staffing. In M. Hersen, & J. C. Thomas (Eds.), *Comprehensive handbook of psychological assessment: Volume 4, Industrial and organizational assessment* (pp. 269-296). NY: John Wiley & Sons, Inc.

U.S. Merit Systems Protection Board. (2014). *Evaluating job applicants: The role of training and experience*. Washington, DC: Author.

### Exam 13

## 14. Employment interviews

Cascio & Aguinis, Chapter 12 (pp. 268-279).

Huffcutt, A. I., & Culbertson, S. S. (2011). Interviews. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 185-203). Washington, DC: APA.

Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, *67*, 241-293.

## Exam 14

### 15. Assessment centers

Cascio & Aguinis, Chapter 13 (pp. 303-311).

Arthur, W., Jr., & Day, E. A. (2011). Assessment centers. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 205-235). Washington, DC: APA.

Meriac, J. P., Hoffman, B. J., & Woehr, D. J. (2014). A conceptual and empirical review of the structure of assessment center dimensions. *Journal of Management*, *40*, 1269-1296.

## Exam 15

### 16. Personality, honesty, and integrity testing

Cascio & Aguinis, Chapter 13 (pp. 267-268, 287-291).

Hough, L. M., & Oswald, F. L. (2008). Personality testing and industrial-organizational psychology: Reflections, progress, and prospects. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *1*, 272-290 [plus commentaries and response, pp. 291-332].

Oswald, F. L., & Hough, L. M. (2011). Personality and its assessment in organizations: Theoretical and empirical developments. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 153-184). Washington, DC: APA.

Schmitt, N. (2014). Personality and cognitive ability as predictors of effective performance of work. *Annual Review of Organization Psychology and Organizational Behavior*, *1*, 45-65.

Van Iddekinge, C. H., Roth, P. L., Raymark, P. H., & Odle-Dusseau, H. N. (2012). The criterion-related validity of integrity tests: An updated meta-analysis. *Journal of Applied Psychology*, *97*, 499-530.

## Exam 16

### 17. Drug testing

Cascio & Aguinis, Chapter 12 (pp. 265-267).

Arthur, W. Jr., & Doverspike, D. (1997). Employment-related drug testing: Idiosyncratic characteristics and issues. *Public Personnel Management*, *26*, 77-87.

Frone, M. R. (2006). Prevalence and distribution of illicit drug use in the workforce and in the workplace: Findings and implications from a U.S. national survey. *Journal of Applied Psychology, 91*, 856-869.

## Exam 17

### 18. Situational judgment tests

Arthur, W., Jr., Glaze, R. M., Jarrett, S. M., White, C. D., Schurig, I., & Taylor, J. E. (2014). Comparative evaluation of three situational judgment test response formats in terms of construct-related validity, subgroup differences, and susceptibility to response distortion. *Journal of Applied Psychology, 99*, 335-345.

Ployhart, R. E., & MacKenzie, W. I. Jr. (2011). Situational judgment tests: A critical review and agenda for the future. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 237-252). Washington, DC: APA.

## Exam 18

### 19. Unproctored internet-based tests

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.

Arthur, W. Jr., & Glaze, R. M. (2011). Cheating and response distortion on remotely delivered assessments. In N. Tippins, & S. Adler (Eds.), *Technology-enhanced assessment of talent* (pp. 99-152). San Francisco, CA: Jossey-Bass.

Morelli, N. A., Mahan, R. P., & Illingworth, A. J. (2014). Establishing the measurement equivalence of online selection assessments delivered on mobile versus nonmobile devices. *International Journal of Selection and Assessment, 22*, 124-138.

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 [plus commentaries and response, pp. 11-76].

## Exam 19

### 20. Training and development in organizations

Cascio & Aguinis, Chapters 15 and 16.

Brown, K. G., & Sitzman, T. (2011). Training and employee development for improved performance. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 469-503). Washington, DC: APA.

Noe, R. A., Clarke, A. D. M., & Klein, H. J. (2014). Learning in the twenty-first-century workplace. *Annual Review of Organization Psychology and Organizational Behavior, 1*, 245-275.

**Exam 20**