FALL 2014

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

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Office Hrs:  R 12:30 - 4:30 pm or by appointment

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 do so.

   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. 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

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.


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. (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.


The Civil Rights Act of 1964.


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.


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/>


**Exam 1 and Exam 2**

### 3. Recruitment and initial screening

Cascio & Aguinis, Chapter 11.


Exam 3

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

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


Exam 4

5. Meta-analysis and validity generalization

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


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.


7. Performance appraisal

Cascio & Aguinis, Chapter 5.


Exam 6 and Exam 7

8. Utility analysis

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


Exam 8

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


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

Cascio & Aguinis, Chapter 2.


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.


Exam 9 and Exam 10
11. Fit: Person-organization fit and individual assessment


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).


Exam 12

13. Training and experience

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


Exam 13

14. Employment interviews

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


**Exam 14**

15. Assessment centers

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


**Exam 15**

16. Personality, honesty, and integrity testing

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


**Exam 16**

17. Drug testing

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


**Exam 17**

**18. Situational judgment tests**


**Exam 18**

**19. Unproctored internet-based tests**


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.


**Exam 20**