SPRING 2018

Personnel Psychology—PSYC 611-600
T 9:00 am - 12:00 pm, PSYC 336

Instructor: Winfred Arthur, Jr.  Office: PSYC 272
Phone: 845-2502  Office Hrs: T 12:30 - 4:30 pm or by appointment
E-mail: w-arthur@tamu.edu

A copy of this syllabus can be found online at <http://people.tamu.edu/~w-arthur/611/fall18.html/>.

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 Participation (5%)
   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 (raw) 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. **Paper (15%) and Presentation (10%)**

   Each student will be required to select one (1) topic from Topics 9-18 and present it in class. Plan for a 30-minute presentation with an additional 15 minutes for questions and discussion. Along with the presentation, each student will write and submit a review and position paper on their selected topic. This paper is supposed to review and summarize the major points and issues pertaining to the topic in question. The paper is to be typed and written in conformance to the APA publication guidelines as specified in the most current version of the APA publication manual (6th edition). The paper is to be **no longer than 5 pages** of double-spaced text (this does not include the title page and references). The paper and presentation slides are to be submitted at the end of class on the presentation date. The articles listed for the topics 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. **Assignments and Other Activities [if any]) (15%)**

   There may be additional assignments and activities as well. If there are multiple activities and assignments, their cumulative (raw) score will represent 15% of the final course grade.

5. **Final exam (25%)**

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

**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—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.

**Recording Lectures.** You do **not** have my permission to electronically record (either audio and/or video) my lectures.

**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'."

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

COURSE OUTLINE AND READING LIST

Required text

Note. There is an 8th (2018) edition this book—Applied psychology in talent management, Sage Publishing, ISBN: 9781506375915. If you get this edition, make sure you read the correction sections since the corresponding page number listed for the specified topics will be different.

Most of the readings on this syllabus are available at http://people.tamu.edu/~w-arthur/611/fall18.html/<

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/ >


The Civil Rights Act of 1964.


1. **Introduction to, History, and Current State of Personnel Psychology**

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


Ryan, A. M., & Ployhart, R. E. (2014). A century of selection. *Annual Review of Psychology, 65*, 693-717. [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. Measurement (Test Score Reliability and Validity), Testing, and Making Selection Decisions

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


Exam 3

4. Predictor Constructs and Predictor Methods


5. Criteria (Work Performance), and Performance Appraisal

Cascio & Aguinis, Chapters 4 and 5.


(Eds.), *Received wisdom, kernels of truth, and boundary conditions in organizational studies* (pp. 201-238). Charlotte, NC: Information Age Publishing.


**Exam 4 and Exam 5**

**6. Subgroup Differences, Adverse Impact, and EEO and Legal Issues**

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 6

7. Meta-Analysis and Validity Generalization

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


8. Utility Analysis

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


Exam 7 and Exam 8

9. Recruitment and Initial Screening

Cascio & Aguinis, Chapter 11.

Exam 9

10. Fit: Person-Organization Fit and Individual Assessment


Exam 10

11. 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 11

12. Training and Experience

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


Exam 12

13. Employment Interviews

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


Exam 13

14. Assessment Centers

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


Exam 14

15. Personality, Honesty, and Integrity Testing

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


Sackett, P. R., & Walmsley, P. T. (2014). Which personality attributes are most important in the workplace? *Psychological Science, 9,* 538-551.


**Exam 15**

**16. Drug Testing**

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


**Exam 16**

**17. Situational Judgment Tests**

Cascio & Aguinis, Chapter 13 (pp. 302-303).


**Exam 17**
18. Use of Technology-Mediated/Enhanced Assessments and Social Media in Employment-Related Testing and Assessment


Exam 18

19. Training and Development in Organizations

Cascio & Aguinis, Chapters 15 and 16.


Exam 19

20. Capstone

## Presentations

<table>
<thead>
<tr>
<th>Present. Date</th>
<th>Topic/Activity/Event</th>
<th>Presenter</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>