

Course Syllabus – PSY 634: Personnel Psychology
Fall Semester 2008, Wednesdays, 2 – 4:30; SH 462

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Text: Cascio, W. F., & Aguinis, H. (2005). *Applied psychology in human resource management* (6th Edition). Upper Saddle River, NJ: Prentice Hall.

Additional readings are provided in PDF format on the course website, accessible through owlspace.

Objectives

Personnel psychology is generally considered the “I” side of the industrial/organizational equation and encompasses both selection and training. This course is an advanced graduate seminar designed to provide an overview of personnel psychology and as such will examine the theory, research, and practice perspectives of selection and training. My hope is that this course will give you an overview of the field and assist you in formulating your own ideas about the area.

Grading

Class participation (10%)
Daily discussion questions and guest speaker questions (10%)
Job analysis project (15%)
Legal case project (15%)
Research proposal (30%)
In-class exam (20%)

Grades will be calculated on the following scale:

100 % = A+	89 - 88% = B+	79 - 78% = C+	69 - 68% = D+	59 - 0% = F
99 - 93 % = A	87 - 83 % = B	77 - 73 % = C	67 - 63 % = D	
92 - 90 % = A-	82 - 80 % = B-	72 - 70 % = C-	62 - 60 % = D-	

Class Participation & Daily Discussion Questions

It is essential that you participate in the class discussion. To facilitate class discussion please have at least 2 discussion questions or critical comments for *each* article assigned, and bring notes regarding topics that you want to discuss. Note that your daily discussion questions/critical comments should be in-depth as opposed to questions of clarity: the point is to stimulate discussion about the material not to develop a list of terms and information you didn't understand. We will still address points of clarity, however, as advanced graduate students, I expect that you investigate some of these issues on your own first, and then ask in class, via email, or discussion group on the class web-site if you get stuck. Please be prepared to hand in your discussion questions at the beginning of class each week (if you want a copy for yourself, you should bring two copies). You will be graded on the quality and promptness of your daily discussion questions.

You will also be asked to generate questions for our guest speaker. These questions are due one week before the speaker visit to allow time to formulate responses. Questions should be posted on the course website under "Assignments."

Your class participation grade will be based on (a) voicing your reflections on the readings (e.g., by noting positive contributions and constructive criticisms), (b) getting others in the class involved, (c) contributing information and experiences that supplement the readings, and obviously (d) attending class and being on time.

Job Analysis Project

The goal of this assignment is to give you some exposure (albeit abbreviated) to the process and outcomes of job analysis. In this exercise, you will practice conducting an interview and direct observation of an individual performing a job. Details about the assignment are posted on the course website.

Legal Case Study

The goal of this assignment is to familiarize you with the type of legal issues and cases that are relevant to personnel selection. Each of you will be assigned to one of the legal cases that will be posted on the class website. You will review the briefing and write up a one page summary on the general issues in the case, the key findings relevant to employment (note some cases have issues that are not relevant to the course, use your judgment about what you include), and your interpretation about what this means in a selection context.

Research Proposal (Outline/Paper/Presentation)

One of the goals of this seminar is to get you to focus on research in personnel selection. As such, you will develop a research proposal that will include three distinct parts; an outline that you will turn in to me; a presentation given to the class on the last day of class, and a written proposal. The topic of the proposal is your choice, but it must be relevant to course content, written in APA style, and it should be around 15-20 pages in length. You must turn in a statement of your topic idea for instructor approval by 11/5 (send me an email).

Grading criteria for the proposal are:

Adequacy of literature review

Rationale for hypotheses

Meaningfulness of research question

Feasibility of the study (it should be something that can actually be done)

Soundness of proposed methodology and analysis

Clarity of presentation (including APA style)

Please note that you may NOT turn in a proposal that you have written for another course or graduate school requirement (e.g., your MS proposal) to meet this course requirement.

You will be deducted 5 points for every day (i.e., 24 hr period) your paper is late.

Presentations should outline the research question, briefly review the literature, present the proposed study (e.g., methods), proposed analysis, and anticipated results. Grading criteria for the presentation are clarity of presentation and ability to answer questions from the audience. Class members are expected to provide feedback and to ask questions during the presentations. The maximum amount of time for the presentations will be determined by the number of people in the class (e.g., 150/N). This means you will not have a lot of time. I suggest you focus your presentation on a few key points and put together a brief presentation of about 10 – 15 slides.

Final exam

A final exam will be given during finals week (the exact time and location of the exam will be determined). The exam will be in short-essay format and will require the integration of the material learned over the course of the semester.

Disabilities and special needs

If a student has a documented disability and needs academic assistance in this or any other course, he or she should so inform the instructor within the first two weeks of classes. All discussions will remain confidential. Students should contact the instructor after class, during office hours, or by e-mail. The student may also need to register with the Disability Support Services, especially if unusual accommodations are needed. Before providing accommodations, instructors must have accommodations letters from the Disability Support Services office.

Academic Integrity

You are expected to follow the Rice University Honor Code. Any form of scholastic dishonesty (e.g., plagiarism, cheating) can result in a variety of negative consequences (not the least of which is failing this course). You can go to <http://www.plagiarism.org/> to find out more information about plagiarism if you have any questions (and, of course, you may contact me directly).

Course Schedule

Topics, readings, and assignments tentatively follow the schedule below. Due dates for class assignments will not change, but dates for seminar topics might. *All assignments are due at the beginning of class on the due date.* Extensions will not be granted. Five percentage points will be deducted for every day an assignment is late.

Week 1 (8/27): Syllabus review and overview of measurement

Syllabus

Cascio & Aguinis, Ch. 1

Beier, M. E., & Ackerman, P. L. (2007). Cognitive abilities in personnel selection and testing. In F. Durso, R. Nickerson, S. Dumais, S. Lewandowsky, & T. Perfect (Eds.), *Handbook of Applied Cognition*, 2nd Edition (pp. 605-627). West Sussex, UK: Wiley.

Week 2 (9/3): Job Analysis

Cascio & Aguinis, Ch 9

Shippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., Kehoe, J., Pearlman, K., Prien, E. P., & Sanches, J. I. (2000). The practice of competency modeling. *Personnel Psychology*, 53, 703-740.

Morgeson, F. P., & Campion, M. A. (1997). Social and cognitive sources of potential inaccuracy in job analysis. *Journal of Applied Psychology*, 82, 627-655.

Taylor, P. J., Li, W-D., Shi, K., & Borman, W. C. (2008). The transportability of job information across countries. *Personnel Psychology*, 61, 69-111.

Week 3 (9/10): Job Performance

Cascio & Aguinis, Ch. 4

Hoffman, B. J., Blair, C. A., Meriac, J. P., & Woehr, D. J. (2007). Expanding the criterion domain? A quantitative review of the OCB literature. *Journal of Applied Psychology*, 92, 555-566.

Dalal, R. S. (2005). A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior. *Journal of Applied Psychology*, 90, 1241-1255.

Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88, 500-517.

Week 4 (9/17): Performance Appraisal

Job analysis project due

Cascio & Aguinis, Ch 5

Murphy, K. R., Cleveland, J. N., Skattebo, A. L., & Kinney, T. B. (2004). Raters who pursue different goals give different ratings. *Journal of Applied Psychology, 89*, 158-164.

Sturman, M. C., Cheramie, R. A., & Cashen, L. H. (2005). The impact of job complexity and performance measurement on the temporal consistency, stability, and test-retest reliability of employee job performance ratings. *Journal of Applied Psychology, 90*, 269-283.

LeBreton, J. M., Burgess, J. R. D., Kaiser, R. B., Atchley, E. K., & James, L. R. (2003). The restriction of variance hypothesis and interrater reliability and agreement: Are ratings from multiple sources really dissimilar? *Organizational Research Methods, 6*, 80-128.

Week 5 (9/24): Measuring Individual Differences

Cascio & Aguinis, 6 & 7

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.

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

Farrell, J. N., & McDaniel, M. A. (2001). The stability of validity coefficients over time: Ackerman's (1988) model and the general aptitude test battery. *Journal of Applied Psychology, 86*, 60-79.

Bing, M. N., Whanger, J. C., Davison, H. K., & VanHook, J. B. (2004). Incremental validity of the frame-of-reference effect in personality scale scores: A replication and extension. *Journal of Applied Psychology, 89*, 150-157.

Week 6 (10/1): Predictors used in selection

Cascio & Aguinis, 12 & 14

Legal case study assigned

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.

Sackett, P. R., Gruys, M. L., & Ellingson, J. E. (1998). Ability-personality interactions when predicting job performance. *Journal of Applied Psychology, 83*, 545-556.

Morgeson, F. P., Campion, M. A., Dipboye, R. L., Hollenbeck, J. R., Murphy, K., & Schmitt, N. (2007). Reconsidering the use of personality tests in personnel selection contexts. *Personnel Psychology, 60*, 683-729.

Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology, 90*, 1185-1203.

Week 7 (10/8): Decision making in selection

Cascio & Aguinis, 13

Aguinis, H., & Smith, M. A. (2007). Understanding the impact of test validity and bias on selection errors and adverse impact in human resource selection. *Personnel Psychology*, *60*, 165-199.

Campion, J. A., Outtz, J. L., Zedeck, S., Schmidt, F. L., Kehoe, J. F., Murphy, K. R., & Guion, R. G. (2001). The controversy over score banding in personnel selection: Answers to 10 key questions. *Personnel Psychology*, *54*, 149-185.

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

Week 8 (10/15):

Group differences and bias

Cascio & Aguinis, 8

Cullen, M. J., Hardison, C. M., & Sackett, P. R. (2004). Using SAT-grade and ability-job performance relationships to test predictions derived from stereotype threat theory. *Journal of Applied Psychology*, *89*, 220-230.

Schmitt, N. & Mills, A. E. (2001). Traditional tests and job simulations: Minority and majority performance and test validities. *Journal of Applied Psychology*, *86*, 451-458.

McKay, P. F., & McDaniel, M. A. (2006). A reexamination of black-white mean differences in work performance: More data, more moderators. *Journal of Applied Psychology*, *91*, 538-554.

Week 9 (10/22):

Adverse impact and legal issues

Legal case study project due

Questions for Mort McPhail visit due

Cascio & Aguinis, 2

Hough, L. M., Oswald, F. L., & Ployhart, R. E. (2001). Determinants, detection, and amelioration of adverse impact in personnel selection procedures: Issues, evidence, and lessons learned. *International Journal of Selection and Assessment*, *9*, 152-194.

Sackett, P. R., & Ellingson, J. E. (1997). The effects of forming multi-predictor composites on group differences and adverse impact. *Personnel Psychology*, *50*, 707-721.

Hattrup, K., Rock, J., & Scalia, C. (1997). The effects of varying conceptualizations of job performance on adverse impact, minority hiring, and predicted performance. *Journal of Applied Psychology*, *82*, 656-664.

DeCorte, W., Lievens, F., & Sackett, P. R. (2007). Combining predictors to achieve optimal trade-offs between selection quality and adverse impact. *Journal of Applied Psychology*, *92*, 1380-1393.

Week 10 (10/29): Life from the field: Dr. Mort McPhail visit (*Sr. Vice President and Managing Principal at Valtera*)

Uniform guidelines on employee selection procedures. (1978). (Available in the resource section of Owlspage.)

McPhail CV and McPhail Experiences (available on Owlspage).

Week 11 (11/5): Applicant reactions and recruiting

Research proposal topic to me for approval (email)

Cascio & Aguinis, Ch 11

Hausknecht, J. P., Day, D. V., & Thomas, S. C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. *Personnel Psychology, 57*, 639-683.

Ryan, A. M., Sacco, J. M., McFarland, L. A., & Kriska, S. D. (2000). Applicant self-selection: Correlates of withdrawal from a multiple hurdle process. *Journal of Applied Psychology, 85*, 163-179.

McCarthy, J., & Goffin, R. (2004). Measuring job interview anxiety: Beyond weak knees and sweaty palms. *Personnel Psychology, 57*, 607-637.

Week 12 (11/12): Training and development

Cascio & Aguinis, Ch. 15 & 16

Kanfer, R., & Ackerman, P. L. (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of Applied Psychology, 74*, 657-690.

Keith, N., & Frese, M. (2008). Effectiveness of error management training: A meta-analysis. *Journal of Applied Psychology, 93*, 59-69.

Neal, A., Godley, S. T., Kirkpatrick, T., Dewsnamp, G., Joung, W., & Hesketh, B. (2006). An examination of learning processes during critical incident training: Implications for the development of adaptable trainees. *Journal of Applied Psychology, 91*, 1276-1291.

Sitzmann, T., Kraiger, K., Stewart, D., & Wisher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology, 59*, 623-665.

Week 13 (11/19): Wrap up and current issues in personnel psychology

Society for Industrial and Organizational Psychology (2003). Principles for the validation and use of personnel selection procedures. Bowling Green, OH: Author.

Tippins, N. T., Beaty, J., Drasgow, F., Gibson, W. M., Pearlman, K., Segall, D. L., & Shepherd, W. (2006). Unproctored internet testing in employment settings. *Personnel Psychology*, *59*, 189-225.

LePine, J. A., Piccolo, R. F., Jackson, C. L., Mathieu, J. E., & Saul, J. R. (2008). A meta-analysis of teamwork processes: Tests of a multidimensional model and relationships with team effectiveness criteria. *Personnel Psychology*, *61*, 273-307.

James, L. R., McIntyre, M. D., Glisson, C. A., Green, P. D., Patton, T. W., et al. (2005). A conditional reasoning measure for aggression. *Organizational Research Methods*, *8*, 69-99.

Week 14 (11/26): No class due to Thanksgiving Break

Week 15 (12/3): Student presentations and paper due.

Final Exam – Date, time, and location - TBD