

**SEMINAR IN PERSONNEL PSYCHOLOGY**  
PSYC 573  
Fall 2019; Thursday 9:00am – 11:50am; AH 0333

**Instructor:**

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Office Hours: Thursdays 1pm-3pm & by appointment

**Textbook:**

Cascio, W.F. & Aguinis, H. (2011). *Applied Psychology in Human Resource Management* (7th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0-13-609095-3

Readings available on-line through the library website  
(<https://vufind.carli.illinois.edu/vf-sie/Search/Reserves>)

**Course Description:**

This is a graduate-level survey course designed to introduce the theory and practice of Personnel Psychology. Students should develop a broad knowledge of the topic which will be further developed in subsequent, more specialized courses. Topics to be covered include legal issues, job analysis, recruitment, utility analysis, performance appraisal, and selection validation.

**Course Objectives:**

Upon completion of this course, students should:

1. know the functions of Human Resource Management,
2. know the history of Personnel Psychology,
3. know the legal issues affecting the practice of Personnel Psychology,
4. know the theory of criteria and methods of performance measurement,
6. be able to conduct a job analysis,
7. know the methods of measuring and validating measures of individual differences,
8. be able to read and discuss a journal article, and
9. understand some of the challenges and opportunities of the field of Personnel Psychology

**Late Policy:**

No assignments will be accepted after they have been discussed in class. There will be a substantial penalty for work that is handed in late. One letter grade (10%) will be deducted per day late. Do not hand your work in late. If you must turn in late work to my mailbox, please ask a Psychology Department staff member to sign it and record the date and time that it is turned in.

### **Grading:**

Grades will be based on the following activities and any other assignments throughout the semester:

Exam 1	100 points	Research paper	75 points
Exam 2	100 points	Job Analysis	50 points
Exam 3	100 points	Applied Project	75 points
Research Paper Presentation	50 points		

The following grading scale will be used:

90%-100%	A	60%-69%	D
80%-89%	B	Below 60%	F
70%-79%	C		

### **Testing:**

There will be three exams. These exams will cover readings and class material. The exam format will be a combination of short answer questions and essays. The short answer questions will be fill-in-the-blank type questions or brief responses to questions. The essays will ask you to integrate material from lectures, articles, and the textbook. Be sure to cite your sources. Your responses should be in essay format with sentences and paragraphs.

You are expected to take exams at the scheduled times unless you have a legitimate and documented excuse. If you cannot take the exam and have a legitimate excuse, you must notify me before the exam.

### **Research Paper**

You will be writing a literature review with a short proposal section for this class. The guidelines are below.

#### **Format**

There is no required page length for your paper. However, I suspect that you will not be able to do an adequate job in less than ten pages. Your paper must be written in APA format. Your paper should be divided into subsections using subheadings. Also strong introductory and summary paragraphs will strengthen your paper's organization.

#### **Research**

Your paper should be based on relevant and current research. A good place to start is the *APA Handbook of Industrial/Organizational Psychology*. Some of the journals for the field include: *Personnel Psychology*, *Journal of Applied Psychology*, *Academy of Management Review*, *Journal of Vocational Behavior*, *American Psychologist*, *Journal of Business and Psychology*, *Psychological Bulletin*, *Journal of Personality and Social Psychology*, *Human Resource Management Journal*, *Journal of Management*, etc.

### **Due Dates**

Your presentations due date is listed below in the class schedule. Your paper will be due on the same day as your presentation. There will be a penalty for late papers. If your paper is late, 10 points will be deducted for each day that it is late. Do NOT hand your papers in late.

### **Class Presentation**

Each person will make a brief (15-20 minute) oral presentation of his/her paper. You may want to use overheads, PowerPoint slides and/or handouts to assist us in understanding your paper. Be prepared to handle questions and comments from the class. The presentation rubric will be used to assess the presentation.

### **Literature Review**

Choose a topic of interest to personnel psychologists. Some examples include: 360-degree feedback, honesty testing, assessment centers, drug testing, personality testing, competency modeling, recruitment, interviewing, use of technology, sexual harassment, Americans with Disabilities Act, Affirmative Action, training design, etc. Your paper should summarize the relevant research studies and theory on your topic and highlight the landmark and recent research and the practical implications in this area. Your literature review paper will be graded using the Literature Grading rubric.

### **Job Analysis Project**

You will be conducting job analyses as a part of this class. The job analysis should include examining background research (e.g., O\*NET), observing/interviewing an incumbent and administering a job analysis task inventory. Results of your job analysis should be presented in the form of a technical report summarizing the job analysis process and results. Appendix 1 should be an updated job description summarizing the tasks and knowledge, skills and abilities (KSAs) involved in the job and Appendix 2 should be a list of critical incidents and notes.

### **Applied Project**

Revised Exit Survey for Eli Lilly. Literature review and best practices, evaluation of current survey and benchmarking, White paper covering revised survey and suggestions for use.

## Article Reviews

- 1) Create and print (10 copies) a “One Sheet” regarding the article covering Purpose, Method, Results, Main Points (takeaways), and Practice. See example (do not feel constrained to this format and each article may lend itself to more or less of each section. The Primary focus should be explaining 1) what was done (so how did the authors support their findings), 2) the main findings, and 3) the practical implications.
- 2) Prepare a ~5 minute verbal (and optional slides) presentation based on the “One Sheet”
- 3) Prepare a 5-10 minute activity or discussion based on the article. Again depending on the article this could take many forms. Ideas include (but are not limited to)
  - A series of 2-3 discussion questions
  - A series of questions for your peers on the findings
  - A video or scenario illustrating a problem the article addressed followed by a discussion of how to apply the findings
  - Breaking the class into smaller groups and having each group handle a pre-written question or scenario addressing issues from the article
  - Facilitate role playing scenarios from the article
  - Hands on work simulations.
  - Anything else your imagination comes up with

These activities should do two things, 1) further illustrates key concepts (with a focus on methodology, practice, or both), and 2) initiate interactive conversation or interaction from your fellow students.

## Tentative Course Schedule

### **Week 1 Introduction to the Course August 22**

Cascio & Aguinis (2005) Chapter 1 & 3

### **Week 2 Legal Issues August 29**

Cascio & Aguinis (2005) Chapter 2

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(7), 1811-1835.

King, E. B. & Ahmad, A. S. (2010). An experimental field study of interpersonal discrimination toward Muslim job applicants. *Personnel Psychology*, 63(4), 881-906.

### **Week 3 Job Analysis September 5**

Cascio & Aguinis (2011) Chapter 9

Morgeson, F. P., Spitzmuller, M., Garza, A. S., & Campion, M. A. (2016). Pay attention! The liabilities of respondent experience and carelessness when making job analysis judgments. *Journal of Management*, 42(7), 1904-1933.

Campion, M.A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G.M., & Odman, R.B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology*, 64(1), 225-262.

Dierdorff, E. C. & Morgeson, F. P. (2009). Effects of descriptor specificity and observability on work analysis ratings. *Personnel Psychology*, 62 (3), 601-628.

### **Week 4 Criteria September 12**

Cascio & Aguinis (2011) Chapter 4

Kaplan, S. Bradley, J. C., Luchman, J. N., & Haynes, D. (2009). On the role of positive and negative affectivity in job performance: A meta-analytic investigation. *Journal of Applied Psychology*, 94(1), 162-176. 6

Oh, I. & Berry, C. M. (2009). The five-factor model of personality and managerial performance: Validity gains through the use of 360 degree performance ratings. *Journal of Applied Psychology*, 94(6), 1498-1513.

### **Week 5 Overflow September 19**

### **Week 6 Test 1 September 26**

### **Week 7 Performance Appraisal October 3**

Cascio & Aguinis (2011) Chapter 5

Hofstetter, H., & Harpaz, I. (2015). Declared versus actual organizational culture as indicated by an organization's performance appraisal. *The International Journal of Human Resource Management*, 26(4), 445-466.

Smither, J. W. & Walker, A. G. (2004). Are the characteristics of narrative comments related

to improvements in multirater feedback ratings over time? *Journal of Applied Psychology*, 89(3), 575-581.

Culbertson, S. S., Henning, J. B., & Payne, S. C. (2013). Performance appraisal satisfaction: The role of feedback and goal orientation. *Journal of Personnel Psychology*, 12(4), 189-195

### **Week 8 Measuring and Interpreting Individual Differences October 10**

Cascio & Aguinis (2011) Chapter 6

Chan, K., Drasgow, F., & Sawin, L. L. (1999). What is the shelf life of a test? The effect of time on the psychometrics of a cognitive ability test. *Journal of Applied Psychology*, 84(4), 610-619.

Kantrowitz, T. M., & Dainis, A. M. (2014). How Secure are Unproctored Pre-Employment Tests? Analysis of Inconsistent Test Scores. *Journal of Business and Psychology*, 29(4), 605-616.

### **Week 9 Applied Project time October 17**

#### **Week 10 Validation October 24**

Cascio & Aguinis (2011) Chapter 7

Mumford, T. V., Van Iddekinge, C. H., Morgeson, F. P., & Campion, M. A. (2008). The team role test: Development and validation of a team role knowledge situational judgment test. *Journal of Applied Psychology*, 93(2), 250-267.

Salgado, J. F., Anderson, N., Moscoso, S., Bertua, C., & de Fruyt, F. (2003). International validity generalization of GMA and cognitive abilities: A European Community meta-analysis. *Personnel Psychology*, 56(3), 573-606.

*Paper Presentations Corinna Jauregui & Taylor Mosley*

### **Job Analysis Technical Report Due**

#### **Week 11 Test 2 October 31 (EC for costumes)**

#### **Week 12 Recruitment November 7**

Cascio & Aguinis (2011) Chapter 11

Earnest, D. R., Allen, D. G., & Landis, R. S. (2011). Mechanisms linking realistic job previews with turnover: A meta-analytic path analysis. *Personnel Psychology*, 64, 865-897.

Walker, H. J., Feild, H.S., Bernerth, J. B., & Becton, J. B. (2012). Diversity cues on recruitment websites: Investigating the effects on job seekers' information processing. *Journal of Applied Psychology*, 97(1), 214-224.

*Paper Presentations Carlie Bibbs, Natalie Kulpinski, & Sierra Moody*

#### **Week 13 Screening November 14**

Cascio & Aguinis (2011) Chapter 12

McKinney, A. P., Carlson, K. D., Mecham, R. L., D'Angelo, N. C., & Connerly, M. L.

(2003). Recruiters' use of GPA in initial screening decisions: Higher GPAs don't always make the cut. *Personnel Psychology*, 56, 823-845.

Paronto, M. E., Truxillo, D. M., Bauer, T. N. & Leo, M. C. (2002). Drug testing, drug treatment, and marijuana usage: A fairness perspective. *Journal of Applied Psychology*, 87(6), 1159-1166.

*Paper Presentations Krueger Keene, Amanda Johnson, & Zachary Stinebaugh*

**Week 14 Decision-making November 21**

Cascio & Aguinis (2011) Chapter 14

Winkler, S., Konig, C. J., & Kleinmann, M. (2010). Single attribute utility analysis may be futile, but this can't be the end of the story: Causal chain analysis as an alternative. *Personnel Psychology*, 63, 1041-1065.

*Paper Presentations Morgan VanCleave, Stephen Baumgartner, and Rebekah Anderson*

**Week 15 Test 3 December 5**

### **The Psychology Department's Policy on Plagiarism**

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

### **Psychology Department Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

**SIUE Psychology Department Twitter:** By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

### **SIUE Psychology Department Writing Policy**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;

- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your *graded written assignments fail to meet the basic writing requirements* listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with a **grade**.

Please see the **Psychology Writing Resources** page for additional resources to improve your writing. (<http://www.siue.edu/education/psychology/faculty/writing-resources.shtml>).