

SEMINAR IN PERSONNEL SELECTION

PSYC 575

Spring 2022

Instructor:

Dr. Lynn Bartels

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Office Hours: Tuesdays 12:00-1:00 or by appointment.

Zoom meeting room link: <https://siue.zoom.us/j/3118564925>

Textbook:

Gatewood, R.D., Feild, H.S., & Barrick, M. (2016). *Human Resource Selection (8th ed.)*.

Boston, MA: Cengage Learning.

ISBN: 978-1-305-10268-2

Readings available on-line through the library website

Course Description:

This is a graduate-level course examining the science and practice of employee selection. Human resource selection is a complex process requiring knowledge of selection techniques, validation, job analysis, criterion development, and legal and professional issues.

Course Objectives:

Upon completion of this course, you should be able to:

1. identify the ethical, legal, and professional issues involved in human resource selection,
2. write effective multiple-choice questions,
3. identify the strengths and weaknesses of selection techniques, and
4. design effective selection systems.

Grading:

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

Exam 1	50 points	Consulting Project	60 points
Exam 2	50 points	Selection Practitioner Interview	15 points
Predictor Paper	50 points	Homework/assignments	TBA
Predictor Presentation	25 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 two exams. These essay exams will cover readings and class material. I will be assessing your ability to integrate the material you have read and discussed into your responses. Be sure to cite your sources and answer each part of the question.

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.

Tentative Course Schedule

Week One: Introduction to Personnel Selection, Consulting and Ethics of Assessment—January 11

Gatewood, Feild & Barrick (2016) Chapter 1

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

Also available on-line at <http://www.apa.org/ethics/code/index.aspx>

Week Two: Legal Issues in Selection--January 18

Gatewood, Feild & Barrick (2016). Chapter 4

Uniform Guidelines on Employee Selection Procedures (1978). *Federal Register*, 43, 38290-38315.

Can be retrieved from eeoc.gov at <http://www.gpo.gov/fdsys/pkg/CFR-2014-title28-vol2/pdf/CFR-2014-title28-vol2-sec50-14.pdf>

Roth, P. L., Bobko, P., & Switzer, F. S. (2006). Modeling the behavior of the 4/5ths rule for determining adverse impact: Reasons for caution. *Journal of Applied Psychology*, 91(3), 507-522.

Roth, P. L., Van Iddekinge, C. H., DeOrtentiis, P. S., Hackney, K. J., Zhang, L., & Buster, M. A. (2017). Hispanic and Asian performance on selection procedures: A narrative and meta-analytic review of 12 common predictors. *Journal of Applied Psychology*, 102(8), 1178-1202. doi:10.1037/apl0000195

Week Three: Legal Issues (cont.) and Job Analysis—January 25

Gatewood, Feild & Barrick (2016) Chapter 3

Sanchez, J. I., & Levine, E. L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? *Human Resource Management Review*, 19(2), 53-63.

Stetz, T. A., & Chmielewski, T. L. (2015). In Competency modeling documentation. *SHRM-SIOP White Paper Series*.

https://www.siop.org/Portals/84/docs/SIOP-SHRM%20White%20Papers/SHRM-SIOP_Competency_Modeling_Documentation.pdf

Week Four: Psychometrics Review and Test Development— February 1

Gatewood, Feild & Barrick (2016) Chapters 6 & 7

Society for Industrial and Organizational Psychology, Inc. (2018). *Principles for the validation and use of personnel selection procedures* (5th ed.). College Park, MD: Author.

<https://www.apa.org/ed/accreditation/about/policies/personnel-selection-procedures.pdf>

Raymond, M. R., Neustel, S., & Anderson, D. (2007). Retest effects on identical and parallel forms in certification and licensure testing. *Personnel Psychology*, 60 (2), 367-396.

Week Five: Validity—February 8

Gatewood, Feild & Barrick (2011) Chapter 8

Gupta, N., Ganster, D. C., & Kepes, S. (2013). Assessing the validity of sales self-efficacy: A cautionary tale. *Journal of Applied Psychology*, 98 (4), 690-700.

Muchinsky, P. M. (2004). When the psychometrics of test development meet organizational realities: A conceptual framework for organizational change, examples, and recommendations. *Personnel Psychology*, 57, 175-209.

Murphy, K. (2009). Content validation is useful for many things, but validity isn't one of them. *Industrial and Organizational Psychology*, 2(4), 453-464. doi:10.1111/j.1754-9434.2009.01173.x

Item-Writing Guide in Bb Coursework, Assignments
3 multiple-choice questions due Friday, February 11 at noon.

Week Six: Decision-making-- February 15

Gatewood, Feild & Barrick (2016). Chapter 15

Kuncel, N. R., Klieger, D. M., Connelly, B. S., & Ones, D. S. (2013). Mechanical versus clinical data combination in selection and admissions decisions. *Journal of Applied Psychology, 98*(6), 1060-1072.

Sackett, P. R., Dahlke, J. A., Shewach, O. R., & Kuncel, N. R. (2017). Effects of predictor weighting methods on incremental validity. *Journal of Applied Psychology, 102*(10), 1421-1434. doi:10.1037/apl0000235

Practice Test

Week Seven: Exam #1—February 22

Week Eight: Screening—March 1

Gatewood, Feild & Barrick (2016) Chapter 9

Speer, A. B., Tenbrink, A. P., Wegmeyer, L. J., Sendra, C. C., Shihadeh, M., & Kaur, S. (2021). Meta-analysis of biodata in employment settings: Providing clarity to criterion and construct-related validity estimates. *Journal of Applied Psychology*. Advance online publication. <https://doi.org/10.1037/apl0000964> (Biodata)

Roulin, N., & Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties and assessment approach. *Personnel Psychology, 72*(2), 187-211. (Social Media)

Social Media Presenter: Chiadi

Biodata Presenter: Marcus

SPRING BREAK—March 7 - 11

Week Nine: Interviewing —March 15

Gatewood, Feild & Barrick (2011) Chapter 10

Melchers, K. G., Lienhardt, N., Von Aarburg, M., & Kleinmann, M. (2011). Is more structure really better? A comparison of frame-of-reference training and descriptively anchored rating scales to improve interviewers' rating quality. *Personnel Psychology, 64*, 53-87. (interview)

Swider, B. W., Barrick, M. R., & Harris, T. B. (2016). Initial impressions: What they are, what they are not, and how they influence structured interview outcomes. *Journal of Applied Psychology, 101*(5), 625-638. doi:10.1037/apl0000077 (interview)

Hartwell, C. J., Johnson, C. D., & Posthuma, R. A. (2019). Are we asking the right questions? Predictive validity comparison of four structured interview question types. *Journal of Business Research*, 100, 122-129.

Week Ten: Ability Tests—March 22

Gatewood, Feild & Barrick (2016) Chapter 11

Gonzalez-Mulé, E., Mount, M. K., & Oh, I. S. (2014). A meta-analysis of the relationship between general mental ability and nontask performance. *Journal of Applied Psychology*, 99 (6), 1222-1243. (Cognitive ability testing)

Courtright, S. H., McCormick, B. W., Postlewaite, B. E., Reeves, C. J., & Mount, M. K. (2013). A meta-analysis of sex differences in physical ability: Revised estimates and strategies for reducing differences in selection contexts. *Journal of Applied Psychology*, 98(4), 623-641. (Physical ability testing)

Post responses from Interview with a Selection Practitioner in Bb Discussion Board

Physical Ability Test Presenter: Graham

Cognitive Ability Test Presenter: Jacob

Week Eleven: Simulation Tests – March 29

Gatewood, Feild & Barrick (2016) Chapter 13

Heimann, A. L., Ingold, P. V., Lievens, F., Melchers, K. G., Keen, G., & Kleinmann, M. Actions define a character: Assessment centers as behavior-focused personality measures. *Personnel Psychology*. 2021; 1– 31. <https://doi-org.libproxy.siu.edu/10.1111/peps.12478> (assessment centers)

Roth, P. L., Bobko, P., & McFarland, L. A. (2005). A meta-analysis of work sample test validity: Updating and integrating some classic literature. *Personnel Psychology*, 58, 1009-1037. (work samples)

Slaughter, J. E., Christian, M. S., Podsakoff, N. P., Sinar, E. F., & Lievens, F. (2014). On the Limitations of Using Situational Judgment Tests to Measure Interpersonal Skills: The Moderating Influence of Employee Anger. *Personnel Psychology*, 67(4), 847–885. <https://doi-org.libproxy.siu.edu/10.1111/peps.12056>. (Situational judgment tests)

Assessment Center Presenter: Natalie

Work Sample Test Presenter: Bryce

Situational Judgment Tests Presenter: Dylan

Identify and post a theme from the practitioner interview Bb discussion board postings

Week Twelve: Personality Assessment—April 5

Gatewood, Feild & Barrick (2011) Chapters 12

Cao, M., & Drasgow, F. (2019). Does forcing reduce faking? A meta-analytic review of forced-choice personality measures in high-stakes situations. *Journal of Applied Psychology, 104*(11), 1347–1368. <https://doi-org.libproxy.siu.edu/10.1037/apl0000414> (personality assessment)

Presenter: Michele Hofer, Houston Methodist West Hospital, Senior O.D. Consultant

Personality Assessment Presenter: Jessica

Selection Proposal Q & A

Week Thirteen: Testing for Counterproductive Work Behaviors—April 12

Gatewood, Feild & Barrick (2011) Chapters 14

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*(3), 499-530. (integrity testing)

Truxillo, D. M., Cadiz, D. M., Bauer, T. N., & Erdogan, B. (2013). Reactions to employer policies regarding prescription drugs and medical marijuana: the role of safety sensitivity. *Journal of Business and Psychology, 28*(2), 145-158. (drug testing)

Integrity Test Presenter: Kendra

Week Fourteen: Personnel Selection Final Topics—April 19

Wang, X. & Yancey, G. B. (2012). The benefit of a degree in I-O Psychology or Human Resources, *The Industrial-Organizational Psychologist, 50*(1), 45-50.
<http://www.siop.org/tip/july12/07wang.aspx>

Review for Final Exam

Selection Proposals are due

Week Fifteen: Final Exam —April 26

Exam Week: May 3, Proposal Presentations

DEPARTMENT OF PSYCHOLOGY POLICY ON INCOMPLETE GRADES AND WITHDRAWAL

It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an Unauthorized Withdrawal (UW). Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course not later than the end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the instructor, and one copy will be kept by the Department of Psychology secretary. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

DEPARTMENT OF PSYCHOLOGY POLICY ON INCOMPLETE GRADES AND WITHDRAWAL (Approved on April 7, 2006. Updated July 1, 2015.)

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.

DEPARTMENT OF PSYCHOLOGY POLICY ON PLAGIARISM

“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>.”

DEPARTMENT OF PSYCHOLOGY 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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed, the instructor will stop the grading process and return the paper to you. You will receive a grade of 0 on the paper unless you choose to rewrite the paper for partial credit.

SIUE DISABILITY STATEMENT

If you are a student with a disability that requires curricular or co-curricular accommodations, please go to Disability Support Services for coordination of these accommodations. All accommodations are individualized and require documentation of the functional impacts of the disability and severity. DSS is located in the Student Success Center, Room 1270; you may contact them to make an appointment by calling (618) 650-3726 or sending an email to disabilitysupport@siue.edu. Please visit the DSS website located online at www.siu.edu/dss for more information.

SIUE RELIGIOUS ACCOMODATION

SIUE's policy on accommodation of student religious observances can be found at <http://www1.isg.siu.edu/policies/3g4.shtml>. Requests for such accommodations must be made in writing to the professor in advance of a scheduling conflict."

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the COVID-19 People-Focused Health and Safety Policy, as well as the University's Student Code of Conduct. The full text of the COVID-19 People-Focused Health and Safety Policy can be found here: <https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's COVID-19 People-Focused Health and Safety Policy and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available here.

- Frequent washing or disinfecting of hands.

- Adhere fully to the current face mask and physical distancing rules as articulated in policy:

<https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml>

- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.