Psychology 5707

PERSONNEL PSYCHOLOGY

Fall 2011

Professors

Professor Deniz S. Ones                      Professor John P. Campbell
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Phone: 625-4551                                Phone: 625-9351
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E-mail: deniz.s.ones-1@tc.umn.edu             E-mail: campb006@umn.edu

Teaching Assistants

Brenton Wiernik                                Mike Natali
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Office hours: Tuesdays 1:00-2:20pm            Office hours: Tuesdays 1:00-2:00pm
E-mail: wiern001@umn.edu                      E-mail: nata0017@umn.edu

Course Description and Objectives

This is a course in personnel and industrial psychology with a special emphasis on performance assessment, personnel selection and employee training. The purpose of this class is to present the students with a current overview of personnel and industrial psychology. The emphasis will be on the most recent scientific evidence for various selection techniques, assessment tools, training interventions, as well as modeling, predicting and enhancing job performance.

Texts (required)

For Part I:

The book can be acquired at the bookstore. However, it is an old edition, so used copies can be found online for as little as $5. Alternatively, electronic copies can also be found online for a very low price.

For Part II:
Other Required Readings:
There are several additional required readings consisting of individual articles or book chapters, listed in the attached reference list (marked by ★). You can download pdf copies of all readings on the class website by logging in with your x500 ID at: https://moodle.umn.edu

Course Evaluation

Exams
There will be two exams. The first exam will only cover the material for PART I. The second exam will only cover the material for PART II.
The exam questions will use a variety of formats: multiple choice, matching, multiple true/false, definitions, short answer, essays, and problems. A study guide containing sample practice questions will be handed out.
Make up exams will only be provided to those individuals who provide written documentation of dire emergency. The make-up exam for the 1st exam will be given during the last week of classes.

Assignments
Graduate students will be required to complete an additional assignment for each part of the course (Part I and II). Details will be provided on separate handouts by the respective professors.

Grades
Exams will be graded by the professors and the TAs (TAs do not grade graduate student exams). For undergraduates, the course grade will be based on the sum of the two exam scores. For graduate students, grades will be based on the sum of the two exam scores, plus the two assignments.

Attendance
Students are expected to attend class on a regular basis, during which time the professors will highlight the more important aspects of the text, explain some of the more difficult points, and most importantly add material supplementary to the text.
Scholastic Dishonesty

The University of Minnesota defines scholastic dishonesty as "…plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."

Assignments for this class will be checked for originality using a plagiarism detection software. Also, please familiarize yourself with the Student Conduct Code, which is available online (www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf).

Students with Special Needs

Students who are at a disadvantage dealing with the conventional written test format under conditions of limited time (e.g., learning disabilities, visual difficulties, etc.) should arrange to have extra time for exam taking. To make arrangements, students should contact the professors or teaching assistant as early as possible.
Readings for Part I

For a list of required textbook chapters, please refer to the course schedule.
All of the readings below are required for graduate students.
☆ = required journal readings for undergraduates (in addition to textbook chapters).

Applicant Reactions


Assessment Centers


**Biodata**


**Cognitive Ability Tests**


**Combining Predictors**


**Fairness, Bias and Differential Prediction**


**Fit**


**Integrity Testing**


**Interviews**


**Job Knowledge, Experience, and Work Samples**


**Legal Issues, Fairness, and EEO**


**Measuring Individual Differences: Reliability, Validity, and Prediction**


**Modeling Job Performance**


Other Predictors


Overview


Performance Measurement and Appraisal


**Personality**


Recruitment and Job Analysis


Situational Judgment Tests


Utility


Readings for Part II

Note: Reading required for graduate students only are marked “additional reading for graduate students.” These readings are in addition to the textbook chapters listed on the schedule.

Week 8


Week 9


Week 10


Week 11


**Week 12**


**Week 13**


**Week 14**


**Week 15**

TBA
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Textbook chapters (Cascio &amp; Aguinis)</th>
<th>Required Journal Article Readings</th>
<th>Required Graduate Student Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 6</td>
<td>• Introduction to personnel psychology</td>
<td>1 &amp; 3</td>
<td>Hough &amp; Oswald (2000), Sackett &amp; Lievens (2008), Salgado et al. (2001), Schmidt et al. (1992), Winfred &amp; Villado (2008)</td>
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<tr>
<td></td>
<td>September 8</td>
<td>• Basic review of relevant statistics &amp; measurement concepts</td>
<td>Appendix B</td>
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<tr>
<td>2</td>
<td>September 13</td>
<td>• Measuring individual differences: Concepts of reliability, validation, and prediction</td>
<td>6, 7, &amp; 13 (pp. 308-328)</td>
<td>Schmidt &amp; Hunter (1981)</td>
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<td></td>
<td>September 15</td>
<td>• Predicting job performance: The old versus the new model of personnel selection</td>
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<td></td>
<td>September 22</td>
<td>• Measuring individual differences: Concepts of reliability, validation, and prediction</td>
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<td></td>
<td>September 27</td>
<td>• Predicting job performance: The old versus the new model of personnel selection</td>
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<td>3</td>
<td>September 27</td>
<td>Noncognitive predictors:</td>
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<td></td>
<td>September 29</td>
<td>• Personality inventories</td>
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<td></td>
<td>September 29</td>
<td>• Integrity tests</td>
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<td>4</td>
<td>October 4</td>
<td>Past predictors:</td>
<td>14 (pp. 341 – 364)</td>
<td>Rothstein et al. (1990)</td>
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<td></td>
<td>October 6</td>
<td>• Biodata</td>
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<td></td>
<td>October 6</td>
<td>• Grades</td>
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<td></td>
<td>October 6</td>
<td>• References</td>
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<td></td>
<td>October 6</td>
<td>Assessment methods:</td>
<td>14 (pp. 365-374)</td>
<td>Gaugler et al. (1987), McDaniel et al. (1994, 2007)</td>
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<td></td>
<td>October 6</td>
<td>• Assessment centers</td>
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<td></td>
<td>October 6</td>
<td>• Interviews</td>
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<td>October 6</td>
<td>• Situational judgment tests</td>
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<td>5</td>
<td>October 11</td>
<td>Other predictors: Drug testing, graphology, etc.</td>
<td>12</td>
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<td></td>
<td>October 13</td>
<td>• Combining predictors</td>
<td>Appendix A</td>
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<td></td>
<td>October 13</td>
<td>• Legal issues and EEO</td>
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<td></td>
<td>October 13</td>
<td>• Fairness in personnel management</td>
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<td></td>
<td>October 13</td>
<td>• Bias and differential prediction models</td>
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<td>6</td>
<td>October 18</td>
<td>Utility theory and applications</td>
<td>3, 13 (pp. 328-338)</td>
<td>Judiesch et al. (1992), Schmidt et al. (1979)</td>
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<td></td>
<td>October 20</td>
<td>Review for 1st exam</td>
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<td>7</td>
<td>October 25</td>
<td>FIRST EXAM</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Textbook chapters (Goldstein &amp; Ford)</td>
<td>Required Journal Article Readings</td>
<td>Recommended Graduate Student Readings</td>
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<td>8</td>
<td>October 27</td>
<td>● Training defined&lt;br&gt;● Training achievement vs. job performance&lt;br&gt;● The aptitude x treatment interaction</td>
<td>1 &amp; 2</td>
<td>Cronbach (1975)</td>
<td>Ackerman (1986)</td>
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<td></td>
<td>November 1</td>
<td>Determining training needs</td>
<td>3</td>
<td>Anderson &amp; Wilson (1992)</td>
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<td></td>
<td>November 10</td>
<td>A model of training design&lt;br&gt;● Using learning principles&lt;br&gt;● Retention vs. transfer</td>
<td>4 (pp. 104-137)</td>
<td>Schmidt &amp; Bjork (1992)</td>
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<td></td>
<td>November 15</td>
<td>Learning and individual differences&lt;br&gt;● Cognitive ability&lt;br&gt;● Personality</td>
<td></td>
<td>Holladay &amp; Quinones (2003)</td>
<td>Snow (1989)</td>
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<td>10</td>
<td>November 22</td>
<td>Measuring training effects</td>
<td>5</td>
<td>Hambleton (1980)</td>
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<td>November 24</td>
<td>Thanksgiving Holiday</td>
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<td>December 1</td>
<td>Teaching interpersonal skills</td>
<td>8</td>
<td>Baldwin (1991)&lt;br&gt;Latham &amp; Saari (1979)</td>
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<td>12</td>
<td>December 6</td>
<td>Teaching problem solving and decision making&lt;br&gt;Team training</td>
<td>8 (continued)</td>
<td>Lehman, Lempert, &amp; Nisbett (1988)</td>
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<td>December 8</td>
<td></td>
<td>8 (continued)</td>
<td>Helmreich &amp; Foushee (1993)</td>
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<tr>
<td>13</td>
<td>December 13</td>
<td>Overall research results</td>
<td></td>
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<td>14</td>
<td>December 19</td>
<td>FINAL EXAM 8:00-10:00 AM&lt;br&gt;Room N391 Elliot Hall</td>
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