Psychology 5707
PERSONNEL PSYCHOLOGY

Fall 2013

Instructors

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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 older edition was selected for use in this course; used copies can be found online for as little as $5. The newer, 7th edition (2010) textbook is available at the bookstore.

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 *). PDF copies of all readings are accessible via the PSY 5707 Moodle Site Link on myu.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 instructors.

Grades
Exams will be graded by the instructors 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 instructors 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. Please email Benjamin Seltzer if you would like more information on this procedure. 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 instructor or teaching assistant as early as possible.

**Student Mental Health and Stress Management**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [http://www.mentalhealth.umn.edu/](http://www.mentalhealth.umn.edu/).
Readings for Part I

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

All of the readings below are required for graduate students
(skim them, read them, eventually internalize them—you will need them in the long term
[beyond this class, for I/O seminar, comps, and may be even in your own research])

Applicant Reactions


Assessment Centers


Kuncel, N. R., & Sackett, P. R. (in press). Resolving the Assessment CenterConstruct Validity Problem (as We Know It). *Journal of Applied Psychology*. Advance online publication.


**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


Additional reading for graduate students:


**Week 11**


**Week 12**


**Week 13**


Week 14


Week 15

Review, review, review!