

PSYC 611: Personnel Psychology
Fall 2018, T 9:30-12:30, Milner 118

Instructor: Stephanie C. Payne, Ph.D.
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 (preferred)

Office: Psychology 277
Office Hrs: T 12:45-2:00 and R 9:15-10
 and by appointment

Prerequisite: PSYC 353 (undergraduate Personnel Psychology) or equivalent and graduate classification, or approval of instructor

Course Description and Objectives: This course is designed to give you an introduction to, along with an in-depth understanding of, the major concepts, issues, and principles in personnel psychology. It is expected that at the end of the course, you should be well along the way to developing a working-knowledge and understanding of the specified major concepts, issues, and principles. Students are expected to read and, within reason, be familiar with the assigned material prior to class. Students are expected to be able to critically answer questions and discuss issues raised in class using the appropriate professional terminology, integrating and citing supporting literature. So, each student is expected to be an active participant and learner in this course. As a graduate student, you are primarily responsible for your learning, professional and scholarly development.

Changes to Syllabus. I reserve the right to make changes to the syllabus and schedule during the semester. I will be sure you are given sufficient notice of any changes. They will be announced in class or communicated by e-mail. If warranted, a revised syllabus will be redistributed. It is your responsibility to ensure that you are aware of any and all changes.

Course Requirements and Grading Policies. The assignment of course letter grades will be based on the following scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below. Final course grades will be based on performance on the following:

1. Class participation (10%)

Class attendance is mandatory. You will be dropped a letter grade for any two (2) unexplained absences (i.e., without prior notification, a verifiable excuse, etc.). Class participation consists of coming to class prepared (having read all the assigned readings) and willing to contribute to the discussion of the topics for the week.

2. Weekly Quizzes (25%)

A brief (approximately 25 questions) multiple choice, matching, true-false, fill-in-the blank quiz will be administered on the readings assigned for that week. The first quiz will be administered on the second class. Quizzes will be scored and reviewed the same class period. There will be approximately 8 quizzes.

3. Job/Work Analysis Project (20%)

You and a partner (if desired) will need to complete a full-scale job analysis on a job of your choosing. A more detailed explanation of the project is provided at the end of the syllabus. Detailed grading criteria will be provided in advance. Due: **October 23rd**. Please note that I will likely have some editorial corrections that I would like you to make before sharing the final version with the sponsoring organization.

4. Paper (15%) and Presentation (10%)

Each student will be required to select one (1) topic from the list of topics scheduled on or after October 23rd and present it in class. Plan for a 15-minute presentation with an additional 15 minutes for questions and discussion. Visual aids and handouts are encouraged (max: 15 slides). Along with the presentation, each student will write and submit a review and position paper on their selected topic. This paper is supposed to review and summarize the major points and issues pertaining to the topic in question. The paper is to be typed and written in conformance to the APA publication guidelines as specified in the most current version of the APA publication manual (6th edition). The paper is to be **EXACTLY 5 pages** of double-spaced text (this **does not include** the title page, abstract, and references). Grade sheets (criteria) for the paper and presentation will be provided in advance. The articles listed for the topics are intended to get you started; it is my expectation that you will do a literature search to ensure that the material you are using is current and complete. A hard copy of the paper is due to me at the beginning of class on Nov 13th. Please send me an electronic version of your presentation to upload to eCampus for the class to have access to.

5. Final exam (20%)

The final exam will be an in-class comprehensive multiple-choice exam that will be administered on December 4th.

Make-up exams

Attendance at exams is mandatory. There will be **no** make-up exams without prior notification along with a valid, verifiable excuse.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Department of Disability Services, Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>. This should be done no later than the first week of classes.

Aggie Honor Code: *“An Aggie does not lie, cheat, or steal or tolerate those who do.”* Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <https://aggiehonor.tamu.edu/>

Diversity Statement: The Psychological & Brain Sciences Department supports the Texas A&M University commitment to diversity and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See <http://diversity.tamu.edu/>).

Classroom Climate of Respect: Respect for cultural and human diversity is a core concept of Psychology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs, and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. It is our collective responsibility to make sure that our classroom interaction is respectful and supportive of the views, experiences and expertise of others at all times. To create a classroom culture of courtesy, collegiality, and cooperation, let us remember that we know more together than any one of us knows individually.

Statement on Limits to Confidentiality: Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu>). Students can report concerning, non-emergency behavior at <http://tellsomebody.tamu.edu>

COURSE OUTLINE, READING LIST, and REFERENCES

All articles are available at ecampus.tamu.edu

Tentative Schedule

- 8/28 Overview, Syllabus, Baseline exam
- 9/4 I/O Psychology, History, Licensure, & Ethical Issues
- 9/11 Job/Work Analysis (TEEX guests and JA project)
- 9/18 Psychometrics (Test Score Reliability & Validity) and Research Validity
- 9/25 Making Selection Decisions, Predictor Constructs and Methods
- 10/2 Criteria (Work Performance) & Performance Appraisal
- 10/9 Subgroup Differences, Adverse Impact, EEO, & Legal Issues
- 10/16 Meta-analysis, & Validity Generalization, Utility Analysis
- 10/23 Recruitment & Initial Screening, Person Job/Organization Fit, Individual Assessment, Social media in selection
- Job/Work Analysis Project Due**
- 10/30 Predictors based on personal and historical information (biodata, etc.), Experience
- 11/6 Employment Interviews; Assessment Centers and Work Samples, Polygraph Testing
- 11/13 Personality, Integrity Testing, Drug Testing, Situational Judgment Tests
- Papers Due**
- 11/20 Thanksgiving week – NO class!**
- 11/27 Unproctored Internet Testing; Training and Development in Organizations
- 12/4 **Final Exam** (pending any student redefined day conflicts)

Required Text:

Cascio, W. F., & Aguinis, H. (2018). *Applied psychology in talent management* (8th ed.). Thousand Oaks, CA: Sage Publishing. [ISBN 9781506375915]

Winfred's website for Personnel Psychology (spring 2018):

<http://people.tamu.edu/~w-arthur/611/fall18.html>

General References:

These are sources that you will need and use throughout both your graduate and profession careers, so it is a good idea to get them or at least ensure that you have ready access to them until you do.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (AERA, APA, & NCME). (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

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

Department of Labor. O*NET. < <http://www.onetonline.org> >

Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice (1978). Adoption by four agencies of uniform guidelines on employee selection procedures. *Federal Register*, 43, 38290-38315.

Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice (1979). Interpretation and clarification of the Uniform Employee Selection Guidelines. *Federal Register*, 44, 11996-12009.

- Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice (1980). Adoption of additional questions and answers to clarify and provide a common interpretation of the Uniform Guidelines on employee Selection Procedures. *Federal Register*, 45, 29529-29531.
- Gatewood, R. D., Feild, H. S., & Barrick, M. (2011). *Human resource selection* (7th ed.). Mason, OH: South-Western College Publishing.
- Guion, R. M. (2011). *Assessment, measurement, and prediction for personnel decisions* (2nd ed.) New York, NY: Routledge.
- Highhouse, S., Doverspike, D., & Guion, R. M. (2016). *Essentials of Personnel Assessment & Selection* (2nd ed.). New York, NY: Taylor & Francis.
- Muchinsky, P. M., & Culbertson, S. S. (2018). [*Psychology applied to work: An introduction to Industrial and Organizational Psychology* \(12th edition\)](#). Summerfield, NC: Hypergraphic Press. ISBN: 978-0-974-93453-2
- Society for Industrial and Organizational Psychology (2016-2017). *Guidelines for Education and Training in Industrial-Organizational Psychology*. Bowling Green, OH: Author.
- Society for Industrial and Organizational Psychology (2003). *Principles for the validation and use of personnel selection procedures* (4th Ed.). Bowling Green, OH: Society for Industrial and Organizational Psychology, Inc.
2017 draft: http://www.siop.org/principlesreview/Principles_3-7-17_for_review.pdf
2018 5th edition, pending APA approval: <http://www.siop.org/principles/principlesdefault.aspx>

[The Civil Rights Act of 1964.](#)

[The Civil Rights Act of 1991.](#)

9/4 What Is I/O Psychology, What Do I/O Psychologists Do, History, Licensure and Ethical Issues in I/O Psychology

Cascio & Aguinis, Chapter 1, 3, and 18

- Cascio, W. F., & Montealegre, R. (2016). How technology is changing work and organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 3, 349-375. doi: 10.1146/annurev-orgpsych-041015-062352
- Society for Industrial and Organizational Psychology (2017). *Income and employment report: 2016*. Bowling Green, OH: Author.
- Vinchur, A. J., & Koppes, L. L. (2011). A historical survey of research and practice in Industrial and Organizational Psychology. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 1, Building and developing the organization* (pp. 3-36). Washington, DC: APA.

9/11 Job/Work Analysis

Cascio & Aguinis, Chapter 9

- Department of Labor (1998). O*NET <<http://www.onetonline.org>>
- Doverspike, D., & Arthur, W., Jr. (2012). The role of job analysis in test selection and development. In M. A. Wilson, W. Bennett, Jr., S. G. Gibson, & G. M. Alliger (Eds.), *The handbook of work analysis in organizations: The methods, systems, applications, and science of work measurement in organizations* (pp. 381-399). New York: Routledge/Psychology Press.
- Morgeson, F. P., & Dierdorff, E. C. (2011). Work analysis: From technique to theory. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 3-41). Washington, DC: APA.

National Academy of Sciences (2010). A database for a changing economy: Review of the Occupational Information Network (O*Net). Executive Summary pp. 1-4.

Guest Speakers: Brian Payne, HR Director, TEEX and Veronica Orozco, and Lori

Additional JA Resources for Project

- Brannick, M. T., Pearlman, K., & Sanchez, J. I. (2017). Work analysis. In J. L. Farr & N. T. Tippins (Eds.), *Handbook of employee selection* (2nd ed., pp. 134-161). New York, NY: Routledge.
- Brannick, M. T., Levine E. L., & Morgeson, F. P. (2007). *Job and work analysis: Methods, research, and applications for human resource management*. Thousand Oaks, CA: Sage Publications.
- Wilson, M. A., Bennett, W., Jr., Gibson, S. G., & Alliger, G. M. (2012). *The handbook of work analysis: Methods, systems, applications of science of work measurement in organizations*. New York, NY: Taylor & Francis Group.
- Dictionary of Occupational Titles < <http://www.occupationalinfo.org/> >

9/18 Psychometrics (Test Score Reliability & Validity), Research Validity

Cascio & Aguinis, Chapters 6 and 7 (except pp. 171-178), 8 and 14 pp. 315-332

Guion, R. M. (2002). Validity and reliability. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 58-76). Malden, MA: Blackwell Publishers Ltd.

Johnson, J. W., Steel, P., Scherbaum, C. A., Hoffman, C.C., Jeanneret, P. R., & Foster, J. (2010). Validation is like motor oil: Synthetic is better. *Industrial and Organizational Psychology*, 3, 305-328.

Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50, 741-749.

Pedhazier, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, N.J: Lawrence Erlbaum Associates. (pp. 223-233).

Schmitt, N., & Sinha, R. (2011). Validation support for selection procedures. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 399-420). Washington, DC: APA.

9/25 Making Selection Decisions, Predictor Constructs & Methods

Cascio & Aguinis, Chapters 8, 13 (pp. 311-315), 14

Arthur, W., Jr., Atoba, O. A., Keiser, N. L., Cho, I., & Edwards, B. D. (2018). *An examination of the effectiveness of the predictor method-change approach to reducing subgroup differences*. Manuscript submitted for publication.

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

Lievens, F., & Sackett, P. R. (2017). The effects of predictor method factors on selection outcomes: A modular approach to personnel selection procedures. *Journal of Applied Psychology*, 102, 43-66.

Ryan, A. M., & Ployhart, R. E. (2014). A century of selection. *Annual Review of Psychology*, 65, 693-717.

Schmitt, N. (2014). Personality and cognitive ability as predictors of effective performance of work. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 45-65.

10/2 Criteria (Work Performance) and Performance Appraisal

Cascio & Aguinis, Chapter 4 and 5

Campbell, J. P., & Wiernik, B. M. (2015). The modeling and assessment of work performance. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 47-74.

Carpenter, N. C., & Arthur, W., Jr. (2013). The conceptual versus empirical distinctiveness of work performance constructs: The impact of work performance items. In D. Svyantek, & K. Mahoney (Eds.), *Received wisdom, kernels of truth, and boundary conditions in organizational studies* (pp. 39-53). Charlotte, NC: Information Age Publishing.

DeNisi, A. S., & Sonesh, S. (2011). The appraisal and management of performance at work. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 255-279). Washington, DC: APA.

Roch, S. G., Woehr, D. J., Mishra, V., & Kieszczyńska, U. (2012). Rater training revisited: An updated meta-analytic review of frame-of-reference training. *Journal of Occupational and Organizational Psychology*, 85, 370-395.

Wildman, J. L., Bedwell, W. L., Salas, E., & Smith-Jenstch, K. A. (2011). Performance measurement at work: A multilevel perspective. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 1, Building and developing the organization* (pp. 303-341). Washington, DC: APA.

10/9 Subgroup Differences, Adverse Impact, EEO and Legal Issues

Cascio & Aguinis, Chapter 2

Arthur, W., Jr., Doverspike, D., Barrett, G. V., & Miguel, R. (2013). Chasing the Title VII Holy Grail: The pitfalls of guaranteeing adverse impact elimination. *Journal of Business and Psychology*, 28, 473-485.

Arthur, W., Jr., & Woehr, D. J. (2013). No steps forward, two steps back: The fallacy of trying to "eradicate" adverse impact? *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 6, 438-442.

Berry, C. M. (2015). Differential validity and differential prediction of cognitive ability tests: Understanding test bias in the employment context. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 435-463.

Oswald, F. L., Mitchell, G., Blanton, H., Jacard, J., & Tetlock, P. E. (2013). Predicting ethnic and racial discrimination: A meta-analysis of IAT criterion studies. *Journal of Applied and Social Psychology*, 105, 171-192.

Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, 61, 153-172.

10/16 Meta-Analysis and Validity Generalization, Utility Analysis

Cascio & Aguinis, Chapters 7 (pp. 171-178), Chapter 8 (pp. 189-192), Chapter 14 (pp. 357, 362-375)

Aguinis, H., Pierce, C. A., Bosco, F. A., Dalton, D. R., & Dalton, C. M. (2011). Debunking myths and urban legends in meta-analysis. *Organizational Research Methods*, 14, 306-331. doi:10.1177/1094428110375720

Arthur, W. Jr., Bennett, W. Jr., & Huffcutt, A. I. (2001). The theory of meta-analysis—Sampling error and the law of small numbers. In W. Arthur, Jr., W. Bennett, Jr., & A. I. Huffcutt. *Conducting meta-analysis using SAS* (pp. 5-20; 57-63). Mahwah, NJ: LEA.

Cascio, W. F. & Boudreau, J. W. (2011). Utility of selection systems: Supply-chain analysis applied to staffing decisions. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing*

members for the organization (pp. 421-444). Washington, DC: APA.

Glass, G. V. (1999, July 15). *Meta-analysis at 25*. Paper presented to Office of Special Education Programs Research Project Directors' Conference, U.S. Department of Education. Washington D.C.

Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 1, 333-342.

Huffcutt, A. I. (2002). Research perspectives on meta-analysis. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 198-215). Malden, MA: Blackwell Publishers Ltd.

Kim, Y., & Ployhart, R. E. (2013). The effects of staffing and training on firm productivity and profit growth before, during, and after the great recession. *Journal of Applied Psychology*, 99, 361-389.

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10/23 Recruitment and Initial Screening

Cascio & Aguinis, Chapter 11

Bauer, T. N., McCarthy, J., Anderson, N., Truxillo, D. M., & Salgado, J. F. (2012). *What we know about applicant reactions on attitudes and behavior research summary and best practices*. SIOP White Paper.

Breaugh, J. A. (2013). Employee recruitment. *Annual Review of Psychology*, 64, 389-416.

Dineen, B. R., & Soltis, S. M. (2011). Recruitment: A review of research and emerging issues. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 43-66). Washington, DC: APA.

10/23 Fit: Person–Job/Organization Fit and Individual Assessment

Kristof-Brown, A., & Guay, R. P. (2011). Person-environment fit. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 3, Maintaining, expanding, and contracting the organization* (pp. 3-50). Washington, DC: APA.

Silzer, R., Jeanneret, R. (2011). Individual psychological assessment: A practice and science in search of common ground. *Industrial and Organizational Psychology*, 4, 270-296. [See commentaries as well.]

10/23 Social Media in Selection

Chambers, R., & Winter, J. (2017). *Social media and selection: A brief history and practical recommendations*. Bowling Green, OH: SIOP.

Stoughton, J. W., Thompson, L. F., & Meade, A. W. (2015). Examining applicant reactions to the use of social networking websites in pre-employment screening. *Journal of Business and Psychology*, 30, 73-88.

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, 1811-1835.

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10/30 Predictors Based on Personal and Historical Information (e.g., Biodata, Background and Credit Checks, References, and Letters of Recommendation)

Cascio & Aguinis, Chapter 12 (pp. 276-285), 306 and Chapter 13 (p. 325)

- Henle, C. A., Dineen, B. R., & Duffy, M. K. (2017). Assessing intentional resume deception: Development and nomological network of a resume fraud measure. *Journal of Business and Psychology*. doi.org/10.1007/s10869-017-9527-4
- Stokes, G. S., & Cooper, L. A. (2004). Biodata. In M. Hersen, & J. C. Thomas (Eds.), *Comprehensive handbook of psychological assessment: Volume 4, Industrial and organizational assessment* (pp. 243-268). NY: John Wiley & Sons, Inc.
- Waung, M., McAuslan, P., DiMambro, J. M., Miegoc, N. (2017). Impression management use in resumes and cover letters. *Journal of Business and Psychology*, 32, 727-747.

10/30 Experience

- Cascio & Aguinis, Chapter 12 (pp. 290-291).
- Dokko et al. (2009) Unpacking prior experience: How career history affects job performance. *Organizational Science*, 20, 51-69.
- VanIddeking, C., Arnold, J. D., Friedler, R. E., & Roth, P. L. (2018). It's required, but is it job-related? A meta-analysis of the validity of prior work experience. Paper presented at the Annual Academy of Management Conference.
- U.S. Merit Systems Protection Board. (2014). *Evaluating job applicants: The role of training and experience*. Washington, DC: Author.

11/6 Employment Interviews

- Cascio & Aguinis, Chapter 12 (pp. 294-305, 308-309).
- Huffcutt, A. I., & Culbertson, S. S. (2011). Interviews. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 185-203). Washington, DC: APA.
- Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, 67, 241-293.

11/6 Assessment Centers and Work Samples

- Cascio & Aguinis, Chapter 13 (pp. 326-331; 333-342)
- Arthur, W. Jr., & Day, E. A. (2011). Assessment centers. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 205-235). Washington, DC: APA.
- Meriac, J. P., Hoffman, B. J., & Woehr, D. J. (2014). A conceptual and empirical review of the structure of assessment center dimensions. *Journal of Management*, 40, 1269-1296.

11/6 Polygraph Testing (no readings assigned, but Cascio & Aguinis pp. 286-287)

11/13 Personality, Integrity Testing

- Cascio & Aguinis, Chapter 12 (pp. 286-290, 307, 309) Chapter 13 (pp. 316-321,
- Hough, L. M., Oswald, F. L., & Ock, J. (2015). Beyond the Big Five: New directions for personality research and practice in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 183-209.

- Oswald, F. L., & Hough, L. M. (2011). Personality and its assessment in organizations: Theoretical and empirical developments. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 153-184). Washington, DC: APA.
- Sackett, P. R., & Walmsley, P. T. (2014). Which personality attributes are most important in the workplace? *Psychological Science*, 9, 538-551.
- Schmitt, N. (2014). Personality and cognitive ability as predictors of effective performance of work. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 45-65.
- 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, 499-530.

11/13 Drug Screening and Testing

Cascio & Aguinis, Chapter 12 (pp. 291-292)

- Arthur, W. Jr., & Doverspike, D. (1997). Employment-related drug testing: Idiosyncratic characteristics and issues. *Public Personnel Management*, 26, 77-87.
- Frone, M. R. (2006). Prevalence and distribution of illicit drug use in the workforce and in the workplace: Findings and implications from a U. S. national survey. *Journal of Applied Psychology*, 91, 856-869.

11/13 Situational Judgment Tests

Casio & Aguinis, Chapter 13 (pp. 331-333)

- Arthur, W., Jr., Glaze, R. M., Jarrett, S. M., White, C. D., Schurig, I., & Taylor, J. E. (2014). Comparative evaluation of three situational judgment test response formats in terms of construct-related validity, subgroup differences, and susceptibility to response distortion. *Journal of Applied Psychology*, 99, 335-345.
- Motwidlo, S. J., Ghosh, K., Mendoza, A. M., Buchanan, A. E., & Lerma, M. N. (2016). A content-independent situational judgment test to measure prosocial implicit trait policy. *Human Performance*, 29, 331-346.
- Weekly, J., Hawkes, B., Guenole, N., & Ployhart, R. E. (2015). Low fidelity simulations. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 295-322.

11/20 Happy Early Thanksgiving!

11/27 Unproctored Internet-based tests; Mobile device use

- Arthur, W. Jr., & Glaze, R. M. (2011). Cheating and response distortion on remotely delivered assessments. In N. Tippins, & S. Adler (Eds.), *Technology-enhanced assessment of talent* (pp. 99-152). San Francisco, CA: Jossey-Bass.
- Arthur, W., Jr., Keiser, N., & Doverspike, D. (2017). An information processing-based conceptual framework of the effects of unproctored internet-based testing devices on scores on employment-related assessment and tests. *Human Performance*. doi:10.1080/08959285.2017.1403441
- Arthur, W., Jr., & Traylor, Z. (in press). Mobile assessment in personnel testing: Theoretical and practical implications. In R. N. Landers (Ed), *The Cambridge handbook of technology and employee behavior*. Cambridge, UK: Cambridge University Press.
- Stone, D. L., Deadrick, D. L., Lukaszewski, K. M., & Johnson, R. (2015). The influence of technology on the future of

human resource management. *Human Resource Management Review*, 25, 216-231.

11/27 Training and Development in Organizations

Cascio & Aguinis, Chapters 15 and 16.

Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102, 305-323.

Brown, K. G., & Sitzman, T. (2011). Training and employee development for improved performance. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Volume 2, Selecting and developing members for the organization* (pp. 469-503). Washington, DC: APA.

Noe, R. A., Clarke, A. D. M., & Klein, H. J. (2014). Learning in the twenty-first-century workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 245-275.

Job/Work Analysis Project

You will need to complete a full-scale job analysis on a job of your choosing. While you are not expected to create any selection tools, assume that the purpose for conducting this job analysis is to develop selection instruments to be used when selecting applicants for this job.

You can use any number of means for gathering information about the job (e.g., interviews, observation, examination of archival records, etc.) Multiple methods are encouraged. At a minimum, you will need one incumbent to interview and complete questionnaires that you develop. Ideally, you would have access to and cooperation from more than one incumbent and a supervisor.

You may find it helpful to initially interview one incumbent to gather task dimensions and a list of tasks. This can be followed by a second interview (with the same or a different incumbent) to generate a list of knowledges, skills, abilities, and other characteristics (KSAOs). You will then need to gather ratings on each list (tasks and KSAOs) and a final set of ratings on the relevance of each KSAO to each task.

The final product should contain the following:

1. A step-by-step explanation of what you did, documenting the entire process (when did you do this, what was the purpose, describe the SMEs (sex, tenure, etc.)) Also describe the end product (# of duties, # of task statements, # of KSAOs) (10 points)
2. Background/Big picture information (describe the company, nature of the work conducted, how many of the analyzed positions exist, reporting position within the organizational chart/hierarchy) (5 points)
3. Narrative description of the job (e.g., nature of work, working conditions, physical and social environment, conditions of employment, scope of responsibility and authority) (10 points)
4. List of Major Work Behaviors/Duties with a list of tasks for each. Task statements should include action verb, object of the action, the source of the information, and the results (10 points)
5. Aggregation of task ratings on multiple dimensions (e.g., time spent, task difficulty, criticality) (10 points)
6. A list of KSAOs and their definitions (10 points)
7. Aggregation of KSAO ratings on multiple dimensions (e.g., necessity, trouble if lacking, distinguish superior from average) (10 points)
8. Relevance of KSAOs for each duty or task (relevance ratings and aggregation by dimension) (10 points)
9. List of job specifications/requirements (e.g., education and experience requirements) (5 points)

Grading: The project is worth 100 points. The remaining 20 points are for presentation of the material (e.g., grammar, spelling, formatting, writing, etc.).