Instructor: Stephanie C. Payne, Ph.D.
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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 walking-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](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/](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/](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](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 redefine day conflicts)

Required Text:

Winfred’s website for Personnel Psychology (spring 2018):
[http://people.tamu.edu/~w-arthur/611/fall18.html](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.


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


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.


The Civil Rights Act of 1964.


Cascio & Aguinis, Chapter 1, 3, and 18


9/11 Job/Work Analysis

Cascio & Aguinis, Chapter 9


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

Additional JA Resources for Project
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

9/25 Making Selection Decisions, Predictor Constructs & Methods
Cascio & Aguinis, Chapters 8, 13 (pp. 311-315), 14
10/2 Criteria (Work Performance) and Performance Appraisal

Cascio & Aguinis, Chapter 4 and 5


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

Cascio & Aguinis, Chapter 2


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.


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)


10/23 Recruitment and Initial Screening

Cascio & Aguinis, Chapter 11


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


10/23 Social Media in Selection


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)


10/30 Experience

Cascio & Aguinis, Chapter 12 (pp. 290-291).


11/6 Employment Interviews

Cascio & Aguinis, Chapter 12 (pp. 294-305, 308-309).


11/6 Assessment Centers and Work Samples

Cascio & Aguinis, Chapter 13 (pp. 326-331; 333-342)


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,


Sackett, P. R., & Walmsley, P. T. (2014). Which personality attributes are most important in the workplace? *Psychological Science, 9*, 538-551.


11/13 Drug Screening and Testing

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


11/13 Situational Judgment Tests

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


11/20 Happy Early Thanksgiving!

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


11/27 Training and Development in Organizations

Cascio & Aguinis, Chapters 15 and 16.


**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.).