



Department of Psychology

Psychology 421 (L01) – Personnel Psychology in Industry Winter 2008

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Course Description and Goals

This course is designed to introduce students to the subject of Personnel Psychology by critically examining a number of topics that Industrial-Organizational Psychologists are concerned with as both researchers and practitioners. Specifically, the learning goals of this course include:

1. Understanding the history of Personnel Psychology.
2. Understanding the basics of employment law, recruiting, personnel selection, job analysis, performance measurement and appraisal, and training and development from both a research and applied perspective.
4. Knowing about current conceptualizations of measurement concepts such as test reliability and validity, and the various ways tests are evaluated (e.g., utility, fairness).
5. Being able to critically evaluate research in the area of Personnel Psychology.

Required Text

There is no text for this course. Instead, students will be expected to come to each class fully prepared to discuss the relevant papers and associated issues/ questions posed by those papers (see below).

Students are also asked to bring and be prepared to discuss in the second class (January 17) a recent newspaper, magazine or journal article of their choice that highlights a current issue relevant to one or more of the topics to be addressed in the course.

Week 2: Criteria Development

1. Hartnett, R. T & Willingham, W. W. (1980). The criterion problem: What measure of success in graduate education? *Applied Psychological Measurement*, 4(3), 281-291.

Week 5: Recruiting

2. Kraut, A. I., & Korman, A. K. (1999). *Evolving practices in human resource management: Responses to a changing world of work* (Ch. 4). San Francisco, CA: Jossey-Bass.

3. Belt, J.A., & Paolillo, J.G. (1982). The influence of corporate image and specificity of candidate qualifications on response to recruitment advertisement. *Journal of Management*, 8, 105-112.

4. Gatewood, R.D., Gowan, M.A., & Lautenschlager, G.J. (1993). Corporate image, recruitment image, and initial job choice decision. *Academy of Management Journal* 36(2), 414-427.

Week 10: Testing & Individual Differences

5. Lopes, P. N., Cote, S., & Salovey, P. (2006). An ability model of emotional intelligence: Implications for assessment and training. In Druskat, V., Sala, F., & Mount, G. (Eds.), *Linking Emotional Intelligence and Performance at Work: Current research evidence with individuals and groups* (pp. 53 – 80). Mahawah, NJ: Lawrence Erlbaum.

Week 11: Test Validation & Evaluation

6. Newsome, S., Day, A. L. & Catano, V. M. (2000). Assessing the predictive validity of emotional intelligence. *Personality & Individual Differences*, 29(6), 1005-1016.

Week 12: Performance Appraisal

7. Sulsky, L. M., & Keown, J. L. (1998). Performance appraisal in the changing world of work: Implications for the meaning and measurement of work performance. *Canadian Psychology*, 39(1-2), 52-59.

Week 13: Training & Development

8. Rouiller, J. Z. & Goldstein, I. L. (1993). The relationship between organizational transfer climate and positive transfer of training. *Human Resource Development Quarterly*, 4(4), 377-390.

Evaluation

There will be two examinations – one midterm and one final exam. The final exam will have a major emphasis placed upon material covered after the first exam. Both exams will include short-answer type questions and multiple choice questions. The distribution of grades is as follows:

Assignment/Exam	Percentage Value	Date
Applied Paper	30%	Due on or before April 17
Midterm Exam	35%	March 13
Final Exam	35%	TBA

What is an Applied Paper? Students will be expected to submit a short applied paper on the class topic of their choice. Topics can be derived from outside research, personal experience, outside textbook readings, class discussion or assigned readings. They must be original (i.e., questions not already posed by other authors, researchers or the instructor) and should be thought provoking. Papers should be approximately 5 pages double spaced, not including references, appendices or cover page.

As part of the paper, students will be required to clearly outline their perspective on a particular issue. Students are also strongly encouraged to support their perspective with outside references where appropriate. Papers must be in APA format.

Electronic submission of assignments/exam papers: Papers should be handed in either in class or into the green box outside Admin 275. E-mailed assignments are NOT acceptable.

In the event that you must submit an assignment electronically, I will use the date I receive the assignment in my mailbox to determine the late penalty but will only grade the assignment once I receive a hardcopy. No hardcopy, no grade. It is your responsibility to ensure that I receive all assignments/exam papers. Late assignments will be assessed a penalty of 10% per day, including weekends. Early assignments may be handed in to the same locations as late assignments (but will of course not be assessed a late penalty).

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via bonus credits.

Lecture Schedule*

Class Date(s)	Topic	Readings
Week 1: History January 14 - 18	<ul style="list-style-type: none"> Course Introduction Presentation 	
Week 2: Criteria January 20 - 25	<ul style="list-style-type: none"> Presentation Reading/Exercise 	<ul style="list-style-type: none"> 1
Week 3: Job Analysis January 28 – February 1	<ul style="list-style-type: none"> Presentation Exercise 	
Week 4: Legal Review February 4 - 8	<ul style="list-style-type: none"> Presentation Exercise 	
Week 5: Recruitment February 11 – 15	<ul style="list-style-type: none"> Presentation Reading/Exercise 	<ul style="list-style-type: none"> 2 - 4
Week 6: No Classes** February 18 - 22	No Classes	No Classes
Week 7: Employee Screening February 25 - 29	<ul style="list-style-type: none"> Presentation Exercise 	
Week 8: Employee Selection March 3 - 7	<ul style="list-style-type: none"> Presentation Exercise 	
Week 9: Midterm March 10 - 14	<ul style="list-style-type: none"> Review/Q & A Exam March 13 	
Week 10: Testing & Individual Differences March 17 – 20	<ul style="list-style-type: none"> Presentation Reading/Exercise 	<ul style="list-style-type: none"> 5
Week 11: Test Validation & Evaluation March 24 – 28	<ul style="list-style-type: none"> Presentation Reading/Exercise 	<ul style="list-style-type: none"> 6
Week 12: Performance Appraisal March 31 – April 4	<ul style="list-style-type: none"> Presentation Reading/Exercise 	<ul style="list-style-type: none"> 7
Week 13: Training & Development April 7 - 11	<ul style="list-style-type: none"> Presentation Reading/Exercise 	<ul style="list-style-type: none"> 8
Week 14: April 14 – 18	<ul style="list-style-type: none"> Guest Speaker Applied Paper Due April 17 Exam Review/Q&A 	
Week 15: Final Exam Period	<ul style="list-style-type: none"> Final Exam April 24 	

* This schedule is subject to change. Students will be notified, in advance, of any changes.

** Please note: There are no lectures to be held February 19 and 21 (reading break).

University of Calgary Curriculum Objectives

The following University of Calgary Core Competencies will be addressed in this class:

- Critical and creative thinking
- Analysis of problems
- Effective written communication
- Gathering and organizing information
- Abstract reasoning and its applications
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

This will be done by including the following Curriculum Redesign Features as outlined by the University:

- Considerable class discussion centering on both methodological and conceptual issues; students are prompted to think critically about course material as well as its application to personal experience and business examples
- An experiential learning component relevant to the program objectives
- Integration of research into class discussion and paper submission
- Test questions in which students are required to respond to novel questions that require integration of course content
- All readings are published research articles

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a make-up exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona-systems.com>. **The last day to participate in research is April 17, 2008.**

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is January 25, 2008. The last day to withdraw from this course is April 18, 2008.