

# **PSYC\*4330, Course Outline: Fall 2018**

## **General Information**

**Course Title: Employment Selection**

**Course Description:**

The course explores organizational issues in the selection of new employees. Topics include: individual differences, human rights, job analysis, selection methods and outcomes.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall, 2018

**Class Schedule and Location:** Mondays 2:30 – 5:20, MacKinnon 238

## **Instructor Information**

Instructor Name: Dr. Peter Hausdorf

Instructor Email: phausdor@uoguelph.ca

Office location and office hours: MacKinnon Extension Building Room 3013, Every Thursday from 2:00pm to 3:30pm

## **GTA Information**

The TA for this course is to be determined.

## **Course Content**

### **Specific Learning Outcomes:**

Students who successfully pass the course will:

1. Understand the critical issues in the practice of employment selection and its use in organizations,
2. Be able to evaluate selection tools (e.g. tests, interviews, assessment centres, etc.),
3. Be able to design, implement and evaluate a selection system for police officers,
4. Be a knowledge expert in the SIOP principles for the validation and use of personnel selection procedures, and
5. Be able to write a selection system validation report and present the main findings of this report to a small audience.

**Lecture Content:**

This course combines lectures with problem-based learning. The first four weeks will consist of lectures to orient students to the main issues with respect to employment selection with a midterm examination in the fifth week. After the lecture component there will be no additional assigned weekly readings. Each week the instructor will orient the students to the primary issues related to the following week’s topic. Based on these orienting principles/concepts, classes will consist of project teams asking questions and directing discussions to address the project issues for that week.

Wk	Topic	Wk	Topic
1	Course orientation, assumptions, guidelines	7	Job analysis presentations
2	Job analysis, criterion development	8	Selection tool design
3	Human rights/Legal issues	9	Selection tool presentations
4	Selection system validation	10	Validation design
5	Midterm Examination	11	Validation presentations
6	Job analysis design	12	Decision Making, wrap up

W	Topic	Material Covered	Ch.	Pages
1	Course orientation, assessment assumptions, testing guidelines	<p><b>Required:</b> Course outline</p> <p>Guion, R. M. (1998). Membership decisions on organizations. In <i>Assessment, measurement and prediction for personnel decisions</i> (pp. 1-45). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>AERA/APA/NCME. (2008). <i>Standards for educational and psychological testing</i> (5<sup>th</sup> edition) (pp. 1 -5). Washington, DC: Author.</p> <p><b>Recommended:</b> Cohen, R. J., &amp; Swerdlik, M. E. (1999). Psychological testing and assessment. In <i>Psychological testing and assessment: An introduction to tests and measurements</i> (pp. 1 – 43). Mountain View, CA: Mayfield Publishing Company.</p>	1	All 1 - 45 1 - 5
2	Job analysis, criterion development	<p><b>Required:</b> Brannick, M. T., Levene, E. L., &amp; Morgeson, F. P. (2002). Introduction. In <i>Job and work analysis: Methods, research, and applications for human resource management</i> (pp. 1 – 22). Thousand Oaks, CA: Sage Publications.</p> <p>Motowidlo, S. J. (2003). Job performance. In W. C. Borman, D. R. Ilgen, &amp; R. J. Klimoski (Eds.), <i>APA handbook of Psychology: Volume 12 Industrial and Organizational Psychology</i> (pp. 39 – 53). Washington, DC: American Psychological Association.</p>	1 3	1 - 43 1 – 22 39 – 53

W	Topic	Material Covered	Ch.	Pages
		<b>Recommended:</b> Morgeson, F. P., & Dierdorff, E. C. (2011). Work analysis: From technique to theory. In S. Zedeck (Ed.), <i>APA handbook of Industrial and Organizational Psychology: Volume 2 selecting and developing members for the organization</i> (pp. 3 – 41). Washington, DC: American Psychological Association.	1	3 – 41
		Roe, R. A. (1999). Work performance: A multiple regulation perspective. In C. L. Cooper & I. T. Robertson (Eds.), <i>International Review of Industrial and Organizational Psychology Volume 14</i> , (pp. 231 – 335).	6	231 - 269
3	Human rights, legal issues	<b>Required:</b> Ontario Human Rights Commission (2008). <a href="http://www.ohrc.on.ca/en/iii-principles-and-concepts/2-what-discrimination">What is discrimination?</a> Retrieved from <a href="http://www.ohrc.on.ca/en/iii-principles-and-concepts/2-what-discrimination">http://www.ohrc.on.ca/en/iii-principles-and-concepts/2-what-discrimination</a> .  Human Rights Tribunal of Ontario (2012). <i>M. Blakely v. Queen’s University</i> . CanLII-HRTO 1177.  Merenda, P. F. (1995). Substantive issues in the Soroka v. Dayton-Hudson case. <i>Psychological Reports</i> , 77, 595 – 606.  Hough, L. M., Oswald, F. L., & Ployhart, R. E. (2001). Determinants, detection, and amelioration of adverse impact on personnel selection: Issues, evidence, and lessons learned. <i>International Journal of Selection and Assessment</i> , 1-2, 152 – 194.		All
		<b>Recommended:</b> International Test Commission (2013). <i>ITC guidelines on test use</i> (version 1.2) (pp. 1 – 30).		All
4	Validation	<b>Required:</b> Pulakos, E. D., Borman, W. C., & Hough, L. M. (1988). Test validation for scientific understanding: Two demonstrations of an approach to studying predictor-criterion relationships. <i>Personnel Psychology</i> , 41, 703 – 716.  Van Iddekinge, C. H., & Ployhart, R. E. (2008). Developments in the criterion-related validation of selection procedures: A critical review and recommendations for practice. <i>Personnel Psychology</i> , 61, 871 – 925.		703 - 716  871 - 925
		<b>Recommended:</b>		All

Society for Industrial and Organizational Psychology (2003). *Principles for the validation and use of personnel selection procedures (4<sup>th</sup> edition)*. Bowling Green, OH: author.

The class time for the remaining weeks will focus on your group project. From Weeks 6 to 10 groups will research and develop their approaches to job analysis, selection tool design, and validation design. Class time for Weeks 6, 8 and 10 will consist of each group meeting with the course instructor during a portion of the class time to ask questions. Students will be expected to come to these meetings with questions. Class time for Weeks 7, 9, and 11 groups will present their solutions to the class.

**Labs:**

There are no labs in this course.

**Seminars:**

There are no seminars in this course.

**Course Assignments and Tests:**

Activity	Percent of Grade	Due	Learning Outcomes Assessed
Midterm	55%	October 15, 2018, 2:30pm	1, 2, and 4
Group project	45%	Presentations for Weeks 7, 9, and 11 in class at 2:30pm (5% each) and final report (30%) due in Courselink by 5pm on Friday December 7, 2018.	1, 2, 3, 4, and 5

**Midterm Examination:**

This will consist of short and long answer questions reflecting the content from the first four weeks of the course: employment selection assumptions, testing guidelines, job analysis, criterion development, human rights, legal issues, and validation.

**Selection System Project:**

In small groups (up to 6 maximum) students will work as consultants in the design and analysis of a selection system for police officers. Groups will be expected to submit recommendations based on their research to support the organization on the issue for that week. At the end of the semester, groups will prepare a written report that summarizes their project. More detail on this will be provided in the class.

**Final examination date and time:**

There is no final exam in this course.

## **Course Resources**

### **Required Texts:**

Class readings are available in Courselink.

### **Recommended Texts:**

There are no recommended texts for this course.

### **Lab Manual:**

There is no lab manual for this course.

### **Other Resources:**

Other readings are available on Courselink.

### **Field Trips:**

There are no field trips in this course.

### **Additional Costs:**

There are no additional costs for this course.

## **Course Policies**

### **E-mail Communication**

As per university regulations, all students are required to check their <username@mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

### **Grading Policies**

All assignments will be graded in accordance with standards established by the University of Guelph. [Undergraduate Calendar Policy on Grade Procedures](#)

### **Course Policy on Group Work**

Students will be required to form into groups of three or more. Students are expected to contribute equally to their group work. Each student will receive the same grade as the group unless the professor has approved an alternative method of evaluation. When there is group conflict with respect to individual contributions, students will be asked to assess their group members on their individual contributions to the assignments.

### **Course Policy regarding use of electronic devices and recording of lectures:**

The recording of class discussions is not permitted. If you need to record the lectures to support your learning in the course, then please come and discuss this with me.

## **University Policies**

### **When You Cannot Meet a Course Requirement:**

All assignments are due on the date and time specified unless prior arrangements have been made with me. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise me in writing, with your name, id#, and an e-mail contact and provide me with appropriate documentation. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for academic consideration at [University Calendar Academic Consideration Policy](#).

***All overdue assignments that are received late and without arrangement with me will receive a grade of 0.***

***Keep paper and/or other reliable back-up copies of all assignments as you may be asked to resubmit work at any time.***

### **Students Requiring Additional Support:**

Resources are available for you if you require additional support in the course outside of that provided by me (e.g. if you have a learning disability or are dealing with other issues that are impacting on your ability to meet the course requirements). I encourage you to come and discuss these with me or to contact the appropriate resource in person or through the University of Guelph website at [University of Guelph Website](#). Some examples are: Centre for Students with Disabilities, Level 3 University Centre, [University of Guelph Student Accessibility Services](#), Counseling Services, Level 3, University Centre, x55208 [University of Guelph Counselling Services](#). More information on other services can be found on the University of Guelph website as well. You are also advised to make use of the resources available through the Learning Commons ([University of Guelph Learning Commons](#)) and to discuss any questions you may have with your course instructor, TA, or academic counselor.

### **Policy on Grade Reassessment**

All grades will be determined in as fair a manner as possible. If you feel that a grade has been given unfairly there is a process by which you can have your grade reassessed. [University of Guelph Policy on Grade Reassessment](#)

### **Academic Consideration**

All assignments are due on the date and time specified unless prior arrangements have been made with me. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise me in writing, with your name, id#, and an e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week

later. **All overdue assignments that are received late and without arrangement with me will receive a 0 grade. Even with an explanation I reserve the right to assign a 5% late penalty per day on any assignment at my discretion.**

Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, I will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the [university's regulations for academic consideration](#).

### **Academic Misconduct**

I feel that the learning process is facilitated by working with others. Therefore, in addition to requiring group work I encourage you from a learning perspective to work with your peers. At the same time you must respect the intellectual property of your peers and are responsible for others' use of your own intellectual property. The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. I reserve the right to check student work using internet based search engines and services (e.g. Turnitin.com). To learn more about the university definition and policy on plagiarism see [University of Guelph Policy on Academic Misconduct](#).

The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work.

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

**Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

**Drop date**

Still want to stay? I hope so but if not the last date to drop one-semester courses, without academic penalty, is Friday November 2, 2018.