



**Department of Psychology**

**Psychology 421– Personnel Psychology**

**Red Deer College Collaborative Program  
Winter Session 2007**

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<b>Instructor:</b>	Dr. Janine Keown-Gerrard	<b>Lecture Location:</b>	B501
<b>Phone:</b>	357-3675	<b>Lecture</b>	Monday 12:00 – 2:50 pm
		<b>Days/Time:</b>	
<b>Email:</b>	jlkeown@ucalgary.ca		
<b>Office:</b>	Room 2506H		
<b>Office Hours:</b>	M 3:00-4:00 & W 10:00-11:00		

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**Course Description and Goals**

This course covers the major theories, research and practices in the field of Personnel Psychology. Major areas to be covered include recruiting, selection methods, decision making, performance appraisal and training. Students should leave this course with a) a knowledge of the theories and practices of personnel psychology; and b) the ability to critically evaluate selection, recruiting and training systems.

**Required Text**

Cascio & Aguinis (2005). Applied Psychology in Human Resource Management 6th edition.

**Blackboard:** Class outlines, lecture notes, discussion groups and important announcements will be posted on Blackboard at the instructor's discretion. To log onto Blackboard, follow the links through "MyUofC", or type in the following web address:

<https://blackboard.ucalgary.ca/webapps/login>

Outlines of lectures will be made available on Blackboard so as to facilitate note taking. The outlines will highlight ONLY the main points of the lectures and are not meant to replace class attendance. Class attendance is essential to obtain full coverage of the subjects.

**Evaluation**

Midterm exam (February 26 <sup>th</sup> )	35%
Final exam (Not Cumulative, Scheduled by Registrar)	35%
Assignment Presentation (scheduled in class)	10%
Assignment Write-up (Due April 2nd)	20%

There will be two examinations, one of which is a final exam to be scheduled by the Registrar's Office. The final exam will not be cumulative. All exams will include short essays and may contain a small number of multiple choice/fill in the blank questions.

The assignment will require students to review and evaluate research related to the Critical Incident Technique (CIT) and its use in developing selection instruments and performance appraisal tools. Working individually or in a small group, students will use CIT to collect information regarding a specific job and use this information to design either a selection interview OR a performance appraisal instrument. Students will present their procedures and findings in a short (15 minute) in-class presentation. Students will then hand-in a copy of their final product as well as a short literature review and account of their findings. A separate handout will be distributed in class outlining specific expectations for the Assignment.

Assignments are to be handed in at the beginning of class on the due date. Emailed assignments will not be accepted. The penalty for late assignments will be 10% per day, including weekends.

### 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. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

### Lecture Schedule

Below you will find a tentative list of the lectures that will be covered this term. There may be departures from this list as some topics take up more (or less) time than is scheduled. The readings corresponding to the lectures are listed below.

Week	Topic	Readings
January 8 <sup>th</sup>	Introduction to Personnel Psychology	Chp. 1, 3
January 15 <sup>th</sup>	Job Analysis, Scheduling Presentations	Chp. 9
January 22 <sup>nd</sup>	Criteria/Theories of Performance, Intro to CIT/BARS project	Chp. 4
January 29 <sup>th</sup>	Performance Appraisal & Management	Chp. 5
February 5 <sup>th</sup>	Measurement, Reliability, & Validity	Chp 6 & 7
February 12 <sup>th</sup>	Recruiting	Chp. 11
February 19 <sup>th</sup>	No class – Family day: College closed	
February 26 <sup>th</sup>	<b>Midterm (Chp. 1, 3-7, 9, &amp; 11 + lecture)</b> Selection: screening & cognitive measures (last half of class)	Chp. 12
March 5 <sup>th</sup>	Selection: interviews, Student presentation	Chp. 14
March 12 <sup>th</sup>	Selection: Other measures, Student presentation	
March 19 <sup>th</sup>	Selection: Decision Making & Utility, Student presentation	Chp. 13
March 26 <sup>th</sup>	Remainder of Student Presentations	
April 2 <sup>nd</sup>	Training <b>Written component of assignment due</b>	Chp. 15
April 9 <sup>th</sup>	Training	Chp. 16
April 13 <sup>th</sup> – 20 <sup>th</sup>	<b>Final exam (chp. 12-16 + lecture) scheduled by the Registrar</b>	

## **University of Calgary Curriculum Objectives**

Based upon the structure and content of this course, the following Core Competencies are addressed:

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

## **Curriculum Redesign Features**

- An experiential learning component relevant to the program objectives
- Integration of research

With the following course characteristics:

- Class discussions centering on methodological and conceptual issues in research studies
- Test questions in which students are required to design novel research studies to address theoretical issues
- Test questions in which students are required to apply theoretical perspectives and extrapolate methodological approaches from course readings and class discussions to real world problems/issues.
- Test questions in which students will be required to integrate theoretical and legal knowledge across course content areas.
- An assignment in which students are required to review research and integrate and apply to a work setting
- A formal presentation to impart information to fellow students and promote discussion

## **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 a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with Disability Services, please contact the RDC Counseling and Learning Support Services office (Ph. 343-4064 or 343-4067). If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the 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 makeup 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.

### **Important Dates**

The last day to drop this course and **still receive a fee refund** is January 19th. The last day to withdraw from this course is April 13<sup>th</sup>.