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**Psyc 739.09**

**Personnel Selection**

**Fall 2020**

<b>Instructor:</b>	Derek Chapman, Ph.D.	<b>Lecture Location:</b>	Zoom
<b>Phone:</b>	403-700-9710	<b>Lecture Days/Time:</b>	Tues 9-11:45
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<b>Office:</b>	Zoom		
<b>Office Hours:</b>	On Request		

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### **Course Description and Goals**

This is a senior graduate seminar examining advanced topics in personnel psychology. Core theories and practices of personnel selection will be covered and examined critically.

### Course Learning Objectives:

1. To gain an understanding of the core theories and practices of personnel psychology
2. To gain an understanding of the challenges associated with personnel selection including internal factors such as the limitations of human judgment, and external contextual factors such as the legal, ethical, professional, organizational, cultural and technological factors that influence the practice of personnel psychology
3. To learn how to identify and measure job and performance requirements (i.e. criteria)
4. To gain an understanding of the techniques and measures of individual differences that are commonly used in selecting job applicants
5. To understand a variety of decision making methods to choose appropriate personnel
6. To be able to critically evaluate current research in personnel psychology
7. To learn to design research in personnel psychology
8. To learn practical quantitative approaches to selection system evaluation and design

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Course Format**

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below.

## Technology Requirements

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection

### Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

### Required Text

Gatewood, Feild and Murray (2020) Human Resource Selection 9<sup>th</sup> ed. Can be ordered online. Not available at the bookstore. Primary readings available through the U of C library.

[https://www.amazon.com/Human-Resource-Selection-Robert-Gatewood/dp/0999554751/ref=pd\\_sbs\\_14\\_2/132-9588148-4235223?encoding=UTF8&pd\\_rd\\_i=0999554751&pd\\_rd\\_r=dab30be9-bfc5-423c-be21-69cf9031a0c3&pd\\_rd\\_w=bXENb&pd\\_rd\\_wg=qoLxs&pf\\_rd\\_p=b65ee94e-1282-43fc-a8b1-8bf931f6dfab&pf\\_rd\\_r=5YA6M3JB3FC3XSDDJOVH&pvc=1&refRID=5YA6M3JB3FC3XSDDJOVH](https://www.amazon.com/Human-Resource-Selection-Robert-Gatewood/dp/0999554751/ref=pd_sbs_14_2/132-9588148-4235223?encoding=UTF8&pd_rd_i=0999554751&pd_rd_r=dab30be9-bfc5-423c-be21-69cf9031a0c3&pd_rd_w=bXENb&pd_rd_wg=qoLxs&pf_rd_p=b65ee94e-1282-43fc-a8b1-8bf931f6dfab&pf_rd_r=5YA6M3JB3FC3XSDDJOVH&pvc=1&refRID=5YA6M3JB3FC3XSDDJOVH)

### Evaluation

Class presentations (20%) Missed presentations will be graded 0% without prior instructor approval

1. Individual research proposal (50%). Consists of a research proposal on a topic related to the course content chosen by the student and approved by the instructor. to be handed in by noon on the last day of classes by email. Late submissions will be penalized 10% per day. Full instructions and grading criteria to be posted to D2L
2. Practical Assignments X 3 (30%) These assignments are worth 10% each. Due dates are provided in the lecture schedule below. Late submissions will be penalized 10% per day. Full instructions and grading criteria to be posted to D2L

Assignment 1 Legal

Assignment 2 Validation Data set 1

Assignment 3 Validation Data set 2

All assignment to be submitted by email to the instructor by noon on the due date.

### Methodology:

This course will employ a variety of teaching methodologies including, lectures, student presentations, class discussions, and computer analysis of applied data and other experiential learning.

### Individual Research Proposal:

Students are required to write an APA style research proposal examining one of the areas covered in the course (to be approved by the instructor). The proposal should be something that could (and perhaps will) be practically conducted and if properly conducted, would add to the body of knowledge of personnel psychology. This proposal would include what would normally be the introduction and method sections of an empirical paper (including lit. review, hypotheses, methods, sample, analyses proposed etc.). The length should be 12-20 pages. A short (one page) description of what you plan to do is due in class on week 6. The final paper is due on the last day of class. A grading rubric will be published on D2L.

### Practical Assignments:

For the three practical assignments you will be given a series of practical short answer questions to respond to for a fictional client. You will be provided with a data set to analyze to serve as the basis for responding. Basic SPSS skills will be needed to conduct the analyses. The grading rubric will be provided with each assignment.

### Class Presentations

Each topic will have a discussion leader assigned. In addition to the readings assigned, the discussion leader is responsible for seeking out additional information related to the topic area. This should include presenting a summary of one or two recent studies that relate to the topic area, a group exercise designed to demonstrate a concept, or anything you feel might be relevant to the topic material. These presentations should not normally exceed 30 minutes. The discussion leader should submit a brief outline (to the instructor) of what they would like to present, at least by the Friday of the week before they are due to lead the discussion. A grading rubric will be published on D2L. Missed presentations without prior approval from the instructor will be graded 0%.

### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

### **Faculty of Graduate Studies Grading System**

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

**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 (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule**

Date	Topic	Readings
T Sep 8	Organization Meeting	University Lectures begin. Lecture begins. <b>Organizational Meeting Overview of the Course</b>
T Sep 15	<b>Overview and Legal issues.</b>	Ryan, A.M. and Ployhart, R.E.(2014) A Century of Selection. <i>Annual Review of Psychology</i> Vol. 65: 693-717  Gatewood, Feild, & Barrick Ch.1 & Ch. 4
R Sep 17		Last day to drop a class without financial penalty
F Sep 18		Last day to add or swap a course
T Sep 22	Measurement and Reliability	Gatewood Feild & Barrick, Ch. 6, and 7,  Lebreton, Sherer & James (2014) Corrections for Criterion Reliability in Validity Generalization: A False Prophet in a Land of Suspended Judgment, <i>Industrial &amp; Organizational Psychology: Perspectives on Science and Practice</i> , 7(4) 478-553. <b>INCLUDES RESPONSE ARTICLES!</b>  Colquitt, J. A., Sabey, T. B., Rodell, J. B., & Hill, E. T. (2019). Content validation guidelines: Evaluation criteria for definitional correspondence and definitional distinctiveness. <i>Journal of Applied Psychology</i> , 104(10), 1243.
F Sep 25		Fee payment deadline for Fall Term full and half courses.

T Sep 29	Validation of selection measures	<p>Gatewood Feild &amp; Barrick, Ch. 8</p> <p>Van Iddekinge, C., &amp; Ployhart, R.. (2008). Developments in the criterion-related Validation of selection procedures: a critical review and recommendations for practice. <i>Personnel Psychology</i>, 61(4), 871-925.</p> <p>Murphy, K.R., Shiarella, A.H. (1997). Implications of the multidimensional nature of job performance for the validity of selection tests: Multivariate frameworks for studying test validity. <i>Personnel Psychology</i>, 50, 823-854</p> <p>Campion, M. C., Campion, E. D., &amp; Campion, M. A. (2019). Using practice employment tests to improve recruitment and personnel selection outcomes for organizations and job seekers. <i>Journal of Applied Psychology</i>, 104(9), 1089–1102. <a href="https://doi.org/10.1037/apl0000401">https://doi.org/10.1037/apl0000401</a></p> <p>Practical assignment 1 due (Legal).</p> <p>Suggested further reading:</p> <p>Hoffman, C. C., &amp; McPhail, S. M. (1998). Exploring options for supporting test use in situations precluding local validation. <i>Personnel Psychology</i>, 51, 987-1003.</p>
T Oct 6	Decision making- cutoffs, strategies for hiring decisions	Gatewood, Feild & Barrick Ch. 15
M Oct 12		Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 13	Establishing the Criterion	<p>Gatewood, Feild, &amp; Barrick, Ch 2 &amp; 3</p> <p>Jundt, D. K., Shoss M. K., and Huang J. L. (2015) <i>Individual adaptive performance in organizations: A review</i>, <i>J. Organiz. Behav.</i>, 36, S53–S71</p> <p>Speer, A. B. (2018). Quantifying with words: An investigation of the validity of narrative-derived performance scores. <i>Personnel Psychology</i>, 71(3), 299-333.</p> <p>Practical assignment 2 is due (Validity Dataset 1)</p> <p>Initial proposal summary for research project is due.</p>

T Oct 20	Applicant Screening (WAB's, resumes, T&E, biodata etc.)	<p>Gatewood, Feild &amp; Barrick , Part 3 prelude, Ch. 9,</p> <p>Tesluk, P. E. Jacobs, R. R. (1998) Toward an integrated model of work experience. <i>Personnel Psychology</i>, 51, 321-355.</p> <p>Van Iddekinge, C. H., Arnold, J. D., Frieder, R. E., &amp; Roth, P. L. (2019). A meta-analysis of the criterion-related validity of prehire work experience. <i>Personnel Psychology</i>, 72(4), 571-598.</p> <p>Derous, E., Ryan, A. M. and Serlie, A. W. (2015), Double Jeopardy Upon Resumé Screening: When Achmed Is Less Employable Than Aisha. <i>Personnel Psychology</i>, 68: 659–696.</p>
T Oct 27	Employment Interviews	<p>Gatewood, Field &amp; Barrick, Ch. 10</p> <p>Barrick, Murray R.; Shaffer, Jonathan A.; DeGrassi, Sandra W (2009). What You See May Not Be What You Get: Relationships Among Self-Presentation Tactics and Ratings of Interview and Job Performance. <i>Journal of Applied Psychology</i>, 94, 6, 1394-1411</p> <p>Huffcutt, A.I., Van Iddekinge, C. H, Roth, P. L. (2011). Understanding applicant behavior in employment interviews: A theoretical model of interviewee performance. <u>Human Resource Management Review</u> Volume 21, Issue 4, , Pages 353–367</p> <p>Assignment 3 due (Validity Dataset 2)</p>
T Nov 3	Ability Testing	<p>Gatewood, Feild &amp; Barrick Ch. 11</p> <p>Gonzalez-Mule, Erik; Mount, Michael K.; Oh, In-Sue . (2014) A Meta-Analysis of the Relationship Between General Mental Ability and Nontask Performance. <i>Journal of Applied Psychology</i>. 99(6):1222-1243,</p>
Nov 8- 14		Term Break No Classes
W Nov 11		Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 17	Personality/ Faking	<p>Gatewood, Feild &amp; Barrick Ch. 12</p> <p>Joseph, D. L.Jin, J. , Newman, D. A. , O'Boyle, E. H. (2015) Why Does Self-Reported Emotional Intelligence Predict Job</p>

		<p>Performance? A Meta-Analytic Investigation of Mixed EI. <i>Journal of Applied Psychology</i>. 100(2):298-342</p> <p>Colquitt, J. A., Sabey, T. B., Rodell, J. B., &amp; Hill, E. T. (2019). Content validation guidelines: Evaluation criteria for definitional correspondence and definitional distinctiveness. <i>Journal of Applied Psychology</i>, 104(10), 1243.</p> <p>Wilmot, M. P., Wanberg, C. R., Kammeyer-Mueller, J. D., &amp; Ones, D. S. (2019). Extraversion advantages at work: A quantitative review and synthesis of the meta-analytic evidence. <i>Journal of Applied Psychology</i>.</p> <p>Cao, M., &amp; Drasgow, F. (2019). Does forcing reduce faking? A meta-analytic review of forced-choice personality measures in high-stakes situations. <i>Journal of Applied Psychology</i>, 104(11), 1347–1368. <a href="https://doi.org/10.1037/apl0000414">https://doi.org/10.1037/apl0000414</a></p>
T Nov 24	Honesty/Integrity	<p>Gatewood, Feild &amp; Barrick Ch. 14.</p> <p>Wanek, J.E. (1999) Integrity and honesty testing: What do we know? How do we use it? <i>International Journal of Selection and Assessment</i>, 7, 183-195.</p> <p>Hogan, J., Brinkmeyer, K. (1997). Bridging the gap between overt and personality-based integrity tests. <i>Personnel Psychology</i>, 50, 587-599.</p>
T Dec 1	Assessment Centers and simulations	<p>Gatewood, Feild &amp; Barrick Ch. 13.</p> <p>Lievens, Filip; Schollaert, Eveline, Keen, Gert, (2015) The Interplay of Elicitation and Evaluation of Trait-Expressive Behavior: Evidence in Assessment Center Exercises. <i>Journal of Applied Psychology</i>. 100(4):1169-1188.</p> <p>Ingold, P. V., Kleinmann, M., König, C. J. and Melchers, K. G. (2016), Transparency of Assessment Centers: Lower Criterion-related Validity but Greater Opportunity to Perform?. <i>Personnel Psychology</i>, 69: 467-497. doi:10.1111/peps.12105</p> <p>Hoffman, Brian J.; Kennedy, Colby L.; LoPilato, Alexander C.; Monahan, Elizabeth L.; Lance, Charles E. (2015) A Review of the Content, Criterion-Related, and Construct-Related Validity of Assessment Center Exercises. <i>Journal of Applied Psychology</i>. 100(4):1143-1168.</p>

		Freudenstein, J. P., Schäpers, P., Roemer, L., Mussel, P., & Krumm, S. (2020). Is it all in the eye of the beholder? The importance of situation construal for situational judgment test performance. <i>Personnel Psychology</i> .
T Dec 8	Technology in Selection	<p>O’Neil, Hambley, L, &amp; (2014) Cyberslacking, engagement, and personality in distributed work environments. <i>Computers in Human Behavior</i>. Volume 40, 152–160</p> <p>Roulin, N. (2014), The Influence of Employers' Use of Social Networking Websites in Selection, Online Self-promotion, and Personality on the Likelihood of <i>Faux Pas</i> Postings. <i>International Journal of Selection and Assessment</i>, 22: 80–87. doi: 10.1111/ijsa.12058</p> <p>Chapman, D.S. &amp; Chow, S. Gamification in Personnel Selection (still in submission stage).</p> <p>Roulin, N., &amp; Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties and assessment approach. <i>Personnel Psychology</i>, 72(2), 187-211.</p>
W Dec 9		Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit



[www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 17, 2020**. Last day add/swap a course is **Friday, September 18, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>