

Psychology 721 – Spring 2011
Advanced Seminar in Personnel Psychology

Instructor: Lisa M. Kath, Ph.D.
Office – LS 293
Office phone – 619-594-8702
Home phone – 619-303-0845 (please don't call after 9pm)
Cell phone – 619-415-6366 (emergencies only)
E-mail – lkath@sciences.sdsu.edu

Class meets : Wed 1:00-3:40pm LS-281

Office hours: Tu 10-11, Wed 10-11, and by appointment

Required texts: Goldstein, I., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th Ed.). Belmont, CA: Wadsworth.
[at Amazon.com for \$60]

Optional text: Gatewood, R. D, Feild, H. S., & Barrick, M. (2011). *Human resource selection* (7th Ed.). Mason, OH: Thomson South-Western.
[at Amazon.com for \$143, digital textbook version may also be available]

This course goes beyond a rudimentary orientation to selection and training issues in the workplace. We will be discussing details of current research topics in these two areas, as well as exploring issues of application of research findings in the field.

Academic integrity: I hope this goes without saying, but nonetheless I must stress the importance of doing your own work. This course will be rigorous and challenging, and the temptation to “share the load” may be strong at times. Resist this urge.

Not only does misrepresenting someone else's work as your own compromise your professional abilities when you graduate, but academic dishonesty (and even persistent laziness) makes my blood boil.

All involved parties will receive failing grades on the assignment in question. I also am required to report offenders to the Center for Student Rights & Responsibilities.

Specific learning objectives: (open to class discussion – here's a start)

After completion of this course, you will be able to:

- Critically evaluate selection systems used in organizations
- Recommend ethically and legally sound selection approaches
- Validate new selection systems
- Advocate for or defend best practices in selection
- Explain the importance of applicant reactions to selection systems
- Assess organizations' training needs
- Identify and nurture the appropriate pre-training conditions
- Design and implement a training intervention
- Evaluate the effectiveness of that training intervention
- Explain the need for training evaluation
- Weigh factors influencing the cost of training interventions
- Facilitate a discussion that allows for lots of participation and learning

When you turn in your assignments by e-mail, please make sure your last name is the first thing in the document name.

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Grading: Your grasp of the course material will be evaluated according to the following indicators:

Attendance: You are expected to be present at all class meetings. You will find me much more flexible if you contact me IN ADVANCE if you are unable to make it to class due to extenuating circumstances. Your participation grade may be adversely affected if you miss more than one class.

Participation: You are also expected to have read the material 24h IN ADVANCE of attending the class. You should be prepared to participate in discussions about the course material and related topics. I know the difference between filler discussion and sincere discussion. But don't be intimidated to ask questions, relieve yourself of ignorance, or even challenge what the experts (or I) think.

Reading Reactions: Each week, to encourage you to keep up with the reading and think deeply about what you have read, you will prepare a brief reaction to each of the assigned readings. I am particularly interested in questions about the readings, what you read that was new or interesting, links between the readings and other areas of I/O or your personal experiences. These will be graded on quality of thinking evidenced. This is an opportunity for more introverted students to show me what you've got.

- E-mail your comments to the entire class no later than 24h before class begins.
- Please 'reply all' when submitting your comments to the group.
- Remember to respect one another in this discussion forum – it's OK to disagree, but good scientists focus on the topic, not person.
- If you are not good at remembering what you said, print your comments out for class.
- You do not have submit reading reactions when you are the discussion lead.

Discussion lead: Each student will be responsible for co-facilitating class discussions throughout the term. Your responsibilities as discussion lead:

- Plan goals for discussion that day – e-mailed to me by 9am
- Meet with me for feedback on your facilitation
- Turn in developmental goals for yourself regarding facilitation skills

More information regarding my expectations is provided in a separate document.

Applied projects: To further facilitate the application of research findings to real-world situations, teams will complete two applied projects this term (one for selection and one for training). More detail about these projects will be given later.

Final exam: The final exam for the course will be comprehensive, and will be a take-home essay exam. Number of questions required has yet to be determined, but the general format is that a subset of questions presented will be required. Top exams will demonstrate not only mastery of the course topics, but ability to integrate the material across topics.

Attendance/participation:	15% - 150 points
Reading reactions:	15% - 150 points
Discussion lead:	10% - 50 points
Applied projects:	35% - 2 X 175 points
Final exam:	25% - 250 points

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Reading assignments & course schedule
Reading assignments will be posted to Blackboard (blackboard.sdsu.edu)

Week 1 (Jan 19) – Introduction to selection: What is new?

- Cascio, W. F. and Aguinis, H. (2008). Staffing twenty-first-century organizations. *The Academy of Management Annals*, 2:1, pp. 133-165.
- Hammonds, K. H. (2005) Why we hate HR. *Fast Company*, Issue 97.

Week 2 (Jan 26) – How do we know when a selection system works? Selection outcomes

- Morgeson, F. P., & Campion, M. A. (1997). Social and cognitive sources of potential inaccuracy in job analysis. *Journal of Applied Psychology*, 82, 627-655.
- Tesluk, P. E., & Jacobs, R. R. (1998). Toward an integrated model of work experience. *Personnel Psychology*, 51, 321-356.
- Barrick, M.R. & Zimmerman, R. D. (2005). Reducing voluntary, avoidable turnover through selection. *Journal of Applied Psychology*, 90(1), 150-166.
- Hausknecht, J.P., Day, D.V., & Thomas, S.C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. *Personnel Psychology*, 57, 639-683.

Week 3 (Feb 2) – How do we know when a selection system works? Legal considerations

- Gatewood, Feild, & Barrick, Chapter 2
- Connerley, M. L., Arvey, R. D., Gilliland, S. W., Mael, F. A., Paetzold, R. L., & Sackett, P. R. (2001). Selection in the workplace: Whose rights prevail? *Employee Responsibilities and Rights Journal*, 13(1), 1-13.
- Sackett, P. R., Schmitt, N., Ellingson, J. E., & Kabin, M. B. (2001). High-stakes testing in employment, credentialing, and higher education: Prospects in a post-affirmative-action world. *American Psychologist*, 56(4), 302-318.
- Newman, D. A., & Lyon, J. S. (2009). Recruitment efforts to reduce adverse impact: Targeted recruiting for personality, cognitive ability, and diversity. *Journal of Applied Psychology*, 94(2), 298-317.

Week 4 (Feb 9) – How do we know when a selection system works? Measurement and multidimensional considerations

- Murphy, K. R. (2009). Validity, validation and values. *The Academy of Management Annals*, 3, 421 - 461.
- Slaughter, J.E., Bagger, J., & Li, A. (2006). Context effects on group-based employee selection decisions. *Organizational Behavior and Human Decision Processes*, 100, 47-59.
- Le, H., Oh, I-S., Shaffer, J., & Schmidt, F. (2007). Implications of methodological advances for the practice of personnel selection: How practitioners benefit from meta-analysis. *Academy of Management Perspectives*, 21(3), 6-15.

The above is the focal article in a debate. Choose one of the below to be responsible for discussing/defending/excoriating.

- Osterman, P. (2007). Comment on Le, Oh, Shaffer, and Schmidt. *Academy of Management Perspectives*, 21(3), 16-18.
- Schmitt, N. (2007). The value of personnel selection: Reflections on some remarkable claims. *Academy of Management Perspectives*, 21(3), 19-23.
- Hauser, R. M. (2007). Will practitioners benefit from meta-analysis? *Academy of Management Perspectives*, 21(3), 24-28.

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Week 5 (Feb 16) – Predictors of performance: Cognitive ability, practical and emotional intelligence

Gatewood, Feild, & Barrick, Chapter 11, Mental ability tests – pp. 469-487.

Menkes, J. (2005). Hiring for smarts. *Harvard Business Review*, 83, 100-109.

Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). Testing common sense. *American Psychologist*, 50, 901-911.

Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3(2), 110-126.

The above is the focal article in an *Industrial and Organizational Psychology* journal debate. Choose one of the below to be responsible for discussing/defending/excoriating.

Antonakis, J., & Dietz, J. (2010). Emotional Intelligence: On Definitions, Neuroscience, and Marshmallows. *Industrial and Organizational Psychology*, 3(2), 165-170.

Côté, S. (2010). Taking the "intelligence" in emotional intelligence seriously. *Industrial and Organizational Psychology*, 3(2), 127-130.

Gilles E, G. (2010). On a nomenclature for emotional intelligence research. *Industrial and Organizational Psychology*, 3(2), 131-135.

Harms, P. D., & Credé, M. (2010). Remaining issues in emotional intelligence research: Construct overlap, method artifacts, and lack of incremental validity. *Industrial and Organizational Psychology*, 3(2), 154-158.

Jordan, P. J., Dasborough, M. T., Daus, C. S., & Ashkanasy, N. M. (2010). A call to context. *Industrial and Organizational Psychology*, 3(2), 145-148.

Kaplan, S., Cortina, J. M., & Ruark, G. A. (2010). Oops! We did it again: Industrial & Organizational's focus on emotional intelligence instead of on its relationships to work outcomes. *Industrial and Organizational Psychology*, 3(2), 171-177.

Newman, D. A., Joseph, D. L., & MacCann, C. (2010). Emotional intelligence and job performance: The importance of emotion regulation and emotional labor context. *Industrial and Organizational Psychology*, 3(2), 159-164.

Petrides, K. V. (2010). Trait emotional intelligence theory. *Industrial and Organizational Psychology*, 3(2), 136-139.

Riggio, R. E. (2010). Before emotional intelligence: Research on nonverbal, emotional, and social competences. *Industrial and Organizational Psychology*, 3(2), 178-182.

Roberts, R. D., Matthews, G., & Zeidner, M. (2010). Emotional intelligence: Muddling through theory and measurement. *Industrial and Organizational Psychology*, 3(2), 140-144.

Rooy, D. L. V., Whitman, D. S., & Viswesvaran, C. (2010). Emotional intelligence: Additional questions still unanswered. *Industrial and Organizational Psychology*, 3(2), 149-153.

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Week 6 (Feb 23) – Selection approaches: Simulations, assessment centers, and interviews

McDaniel, M. A., Morgeson, F. P., Finnegan, E. B., Campion, M. A., & Braverman, E. P. (2001). Use of situational judgment tests to predict job performance: A clarification of the literature. *Journal of Applied Psychology*, 86, 730-740.

Thornton, G. C., & Rupp, D. E. (2004). Simulations and assessment centers. In J. C. Thomas & M. Hersen (Eds.), *Comprehensive handbook of psychological assessment, Vol. 4: Industrial and organizational psychology*. Hoboken, NJ: Wiley.

Dipboye, R. L., Wooten, K., & Halverson, S. K. (2004). Behavioral and situational interviews. In J. C. Thomas & M. Hersen (Eds.), *Comprehensive handbook of psychological assessment, Vol. 4: Industrial and organizational psychology*. Hoboken, NJ: Wiley.

Bozionelos, N. (2005). When the inferior candidate is offered the job: The selection interview as a political and power game. *Human Relations*, 58(12), 1605-1631.

Week 7 (Mar 2) – Selection approaches: Biodata and personality tests

Stokes, G. S., & Cooper, L. A. (2004). Biodata. In J. C. Thomas & M. Hersen (Eds.), *Comprehensive handbook of psychological assessment, Vol. 4: Industrial and organizational psychology*. Hoboken, NJ: Wiley.

Liu, O., Minsky, J., Ling, G., & Kyllonen, P. (2009). Using the Standardized Letters of Recommendation in selection: Results from a multidimensional Rasch model. *Educational and Psychological Measurement*, 69(3), 475-492.

Hough, L. M., & Dilchert, S. (2010). Personality: Its measurement and validity for employee selection. In J. A. Farr & N. T. Tippins (Eds.), *Handbook of Employee Selection* (pp. 299-319). New York: Routledge/Taylor & Francis.

Landers, R. N., Sackett, P. R., & Tuzinski, K. A. (2010, August 16). Retesting After Initial Failure, Coaching Rumors, and Warnings Against Faking in Online Personality Measures for Selection. *Journal of Applied Psychology*. Advance online publication. doi: 10.1037/a0020375

O'Connell, V. (2009, January 7). Test for dwindling retail jobs spawn culture of cheating. *The Wall Street Journal*.

Week 8 (Mar 9) – Project presentations

Mar 13 – Final Project Papers due by 12pm

Week 9 (Mar 16) – Introduction to training & needs assessment

Goldstein & Ford, Chapter 2

Chen, G., & Klimoski, R. J. (2007). Training and development of human resources at work: Is the state of our science strong? *Human Resource Management Review*, 17(2), 180-190.

Goldstein & Ford, Chapter 3

Roberson, L., Kulik, C. T., & Pepper, M. B. (2003). Using needs assessment to resolve controversies in diversity training design. *Group & Organization Management*, 28(1), 148-174.

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Week 10 (Mar 23) – Outcomes and evaluation: traditional & newer approaches

Goldstein & Ford, Chapter 5

Tan, J. A., Hall, R. J., & Boyce, C. (2003). The role of employee reactions in predicting training effectiveness. *Human Resource Development Quarterly*, 14(4), 397-411.

Sackett, P. R., & Mullen, E. J. (1993). Beyond formal experimental design: Towards an expanded view of the training evaluation process. *Personnel Psychology*, 46, 613-627.

Kraiger, K., Ford, J. K., & Salas, E. (1993). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 78(2), 311-328.

Week 11 (Mar 30) – Have a great spring break!!

Week 12 (Apr 6) – Fertile soil: Training transfer climate

Goldstein & Ford, Chapter 4

Taylor, P. J., Russ-Eft, D. F., & Taylor, H. (2009). Transfer of management training from alternative perspectives. *Journal of Applied Psychology*, 94(1), 104-121.

Barnett, S. M., & Ceci, S. J. (2002). When and where do we apply what we learn? A taxonomy for far transfer. *Psychological Bulletin*, 128, 612-637.

Blume, B. D., Ford, J., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065-1105.

Week 13 (Apr 13) – Happy SIOP conference!!

Week 14 (Apr 20) – Fertile soil: Trainee characteristics

Noe, R. A. (1986). Trainees' attributes and attitudes: Neglected influences on training effectiveness. *Academy of Management Review*, 11(4), 736-749.

Noe, R.A., Tews, M.J., Dachner, A.M. (2010). Learner engagement: A new perspective for enhancing our understanding of learner motivation and workplace learning. *The Academy of Management Annals*, 4(1), 279 - 315.

Gully, S., & Chen, G. (2009). Individual differences, attribute-treatment interactions, and training outcomes. In S. W. Kozlowski & E. Salas (Eds.), *Learning, Training, and Development in Organizations* (pp. 3-64). New York: Routledge.

Cheramie, R.A. & Simmering, M.J. (2010). Improving individual learning for trainees with low conscientiousness. *Journal of Managerial Psychology*, 25(1), 44-57.

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Week 15 (Apr 27) – Applications: design and delivery

Goldstein & Ford, Chapter 7

Cooke, N. J. (2009). Cognitive science-based principles for the design and delivery of training. In S. W. Kozlowski & E. Salas (Eds.), *Learning, Training, and Development in Organizations* (pp. 169-201). New York: Routledge.

Sitzmann, T., Kraiger, K., Stewart, D., & Wisher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology*, 59(3), 623-664.

Cannon-Bowers, J. A., Rhodenizer, L., Salas, E., & Bowers, C. A. (1998). A framework for understanding pre-practice conditions and their impact on learning. *Personnel Psychology*, 51, 291-320.

Week 16 (May 4) – Project presentations

Final exam questions assigned

May 8 – Final Project Papers due by 12pm

May 15 – Final Exams due by 12pm