

**THE UNIVERSITY OF WESTERN ONTARIO  
LONDON CANADA**

Department of Psychology

Psychology 9612A; September to December, 2018

The Psychology of Personnel Selection, Recruitment, and Work Analysis

**COURSE INFORMATION**

Instructor:	Richard (call me “Rick”) Goffin, Ph.D.
Office and Phone Number:	Rm. SSC8406; 661-2111, Ext. 84641
E-mail:	goffin@uwo.ca
Office Hours:	Contact me to set up a time – I try to be flexible
Time and Location of class :	Wednesdays 12:30-3:30 pm in SSC8438-40
Start Date:	Sept 12, 2018

**DESCRIPTION**

This course will cover psychological theory and research pertinent to the ultimate goal of insuring that the particular individuals hired by an organization are likely to be successful employees. Work analysis and competency modeling provide the starting point by determining required employee attributes and aligning employee attributes with organizational goals. Additionally, the course will cover employee recruitment, and a variety of approaches to personnel selection (i.e., pre-employment testing). Cost/benefit considerations in personnel selection will also be covered. Students who are not enrolled in the graduate industrial/organizational psychology program require the instructor's permission to register. Half course; one term.

**TEXTBOOK**

No specific textbook is required but readings will be assigned on a weekly basis in accordance with the class schedule in this outline.

**EVALUATION**

**1. Contributions to Class and Class preparation.** It is critical that students come to class prepared. It is expected that students will become actively involved in discussions of the assigned material and this requires a high degree of familiarity with the material. Thus, you will need to carefully read and reflect upon the assigned materials. To be an outstanding contributor it is expected that you very frequently provide comments that demonstrate your knowledge and integration of the assigned materials and respectfully respond to comments by others. **20%** of the final grade will be accounted for by this component. This will be based on my weekly class participation records, which will also include consideration of attendance and arriving on time. I will do my best to keep us on schedule by starting class right on time and limiting breaks to 10 minutes and I trust that students will respect this by arriving on time.

**2. Student-led discussion:** You will be asked to lead/facilitate one of the student-led discussions that are indicated on the class schedule. The role of the leader is to foster productive, sustained discussions on issues of central relevance to the reading and the general topic. To assist with this

it will be helpful to prepare Powerpoint slides and to also do additional research in order to inform the class of readings/theories/issues that were not assigned but which either add to that week's topic in an important way or provide interesting and useful alternative or complementary views. As leader you will have access to the rest of the class's discussion questions (see below) and you may, if you wish, call on class members to lead the discussion on their questions. **15%** of your final grade will be based on this component.

**3. Discussion Questions.** Except for the student-led discussion that you will be leading, I will be asking you to prepare one high quality discussion for each student-led discussion. Your discussion questions should be designed with the goal of stimulating sustained class involvement on important aspects of the respective topic. Unless you are the leader of the discussion, I will be expecting you to hand in two printed copies of each question at the *very beginning* of each of the respective classes. One copy is for the person who is leading the discussion, and one is for me (for grading purposes). The discussion leader may call on students to present their question and lead the discussion on it. *A word to the wise, please keep in mind that your discussion question is intended for oral presentation to the class – overly long or complex questions tend not to be effective in this situation.* Late submission of your question will result in a grade of zero. **15%** of your final grade will be based on the quality of your questions.

**4. Research Paper and Seminar** -- An APA-formatted research paper of no fewer than 4000 words and no more than 5000 words (not counting references, tables, etc.) will be due on **Wednesday, December 12** by 11:55p.m (submitted via the "assignments" section of the course website and checked by turnitin.com). More details on the content and structure of the paper, and late penalty, will be provided early in the semester. A seminar by each student, based on their essay, will be scheduled during the last part of the semester. Details regarding the structure of the seminar, length of time, etc., will be provided by the instructor early in the semester. The essay will account for a total of **35%** of the final grade, the seminar will account for an additional **15%**.

*Please prepare your paper using MS-Word so that I can conveniently use "track changes" to provide feedback. Please do not submit HTML, PDF, RTF or plain text files (or use the text box in the course website).* Be careful to submit the correct file, resubmissions are ordinarily not allowed.

*You should arrange to discuss an outline of your paper with me at least two weeks prior to your presentation date. Additionally, students must assign and make key a reading available to the class one week prior to their seminars* -- the choice of assigned reading should also be discussed with me two weeks prior to your seminar.

## CLASS SCHEDULE

Any deviations from this schedule will be announced in class. Reading assignments for each topic are indicated. Any changes to the assigned readings will be announced in class. **Note:** **CR**=Reading is available through “Course Readings” in OWL; **R**=Reading is available through Resources/Uploaded Readings in OWL.

### **Sept 12: Work Analysis, Recruitment, and Selection: Introduction and Organizational Meeting**

#### **Sept 19: Work analysis**

Catano, V.M., Wiesner, W.H., & Hackett, R.D. (2019). *Recruitment and Selection in Canada 7<sup>th</sup> Ed.*. Toronto, ON: Nelson Education. 113-178. **(Do this reading first. Note: You don’t need to work through the material on pp. 169-178). CR**

Levine, E. L., Ash, R. A., Hall, H., & Sistrunk, F. (1983). Evaluation of job analysis methods by experienced job analysts. *Academy of Management Journal*, 26, 339-348. **R**

#### **Sept 26, 12:30-1:20: Student-led Discussion I - O\*NET.**

##### **Focal reading:**

Levine, J.D., & Oswald, F.L. (2012). O\*NET: The occupational information network. In M.A. Wilson, W. Bennett, Jr., S.G. Gibson, & G.M. Alliger (Eds.). *The Handbook of Work Analysis*. New York: Routledge. 281-301. **CR**

#### **Sept 26, 1:30-2:20: Student-led Discussion II – Sources of Bias or Inaccuracy in Work Analysis and Competency Modeling**

##### **Focal reading:**

Morgeson, F. P., & Campion, M. A. (1997). Social and cognitive sources of potential inaccuracy in job analysis. *Journal of Applied Psychology*, 82, 627-655. **R**

#### **Sept 26, 2:30-3:20: Personnel Recruitment.**

Catano, V.M., Wiesner, W.H., Hackett, R.D., & Methot, L.L. (2019). *Recruitment and Selection in Canada (7<sup>th</sup> Ed.)*. Toronto, ON: Thomson Nelson. 228-289. **(Note: You don’t need to work through the material on pp. 281-289). CR**

#### **Oct 3, 12:30-1:20: Student-led Discussion III – Realistic Recruitment Practices**

##### **Two focal readings:**

Bretz, R. D. Jr., & Judge, T. A. (1998). Realistic job previews: A test of the adverse self-selection hypothesis. *Journal of Applied Psychology*, 83, 330-337. **R**

Morse, B. J., & Popovich, P. M. (2009). Realistic recruitment practices in organizations: The potential benefits of generalized expectancy calibration. *Human Resource Management Review*, 19, 1-8. **R**

**Oct 3, 1:30-2:20: Student-led Discussion IV – Applicant Reactions to Recruitment and Selection**

**Focal reading:**

McCarthy, J.M., Bauer, T.N., Truxillo, D.M., Anderson, N.R., Costa, A.C., & Ahmed, S.M. (2017). Applicant Perspectives During Selection: A Review Addressing “So What?,” “What’s New?,” and “Where to Next?” *Journal of Management*, 43, 1693-1725. **R**

**Oct 3, 2:30-3:20: Personnel Selection: Essential Concepts Part I, Reliability and Validity**

Murphy, K.R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and Applications* (6th ed.). Upper Saddle River, NJ: Prentice Hall. Chapters 6, 7, 8, & 9 (pp. 116-201). Note: Do **not** bother to read pp. 192-198 or the following sections: “Reliability of Difference Scores,” “Reliability of Composite Scores,” “Reliability of Criterion-Referenced Tests,” “Tests and Decisions.” **CR**

Society for Industrial and Organizational Psychology. (2003). *Principles for the validation and use of personnel selection (4th Ed.)* Bowling Green, OH.: Author. **R**

**Oct 10, Fall Reading Week – No Class**

**Oct 17, 12:30-2:20: Personnel Selection: Essential Concepts Part II, Utility, Test Bias, and Adverse Impact.**

**Utility Readings:**

Cascio, W. F. & Aguinis, H. (2011). *Applied Psychology in Human Resource Management* (7th edition). Upper Saddle River, NJ: Prentice-Hall. 315-342. (**do this reading first**). **CR**

Schmidt, F. L., Hunter, J. E., Mckenzie, R. C., & Muldrow, T. W. (1979). Impact of valid selection procedures on work-force productivity. *Journal of Applied Psychology*, 64, 609-626. (**Just scan this article for a general appreciation but pay particular attention to Schmidt et al.’s method for estimating SD<sub>y</sub> (p. 621) and their estimates of utility in dollars in Tables 1 and 2**). **CR**

**Test Bias and Adverse Impact Readings:**

Catano, V.M., Wiesner, W.H., Hackett, R.D., & Methot, L.L. (2019). *Recruitment and Selection in Canada (7<sup>th</sup> Ed.)*. Toronto, ON: Thomson Nelson. 65-112. (**Note: You don’t need to work through the material on pp. 108-112**) **CR**

Highhouse, S., Doverspike, D. & Guion, R.M., & (2016). *Essentials of Personnel Assessment and Selection (2<sup>nd</sup> Ed.)*. New York: Routledge. pp. 172-191. **CR**

**Oct 17, 2:30-3:20: Student-led Discussion V – Biodata, Letters of Reference & Resumes/CVs**

**Focal Reading:**

Furnham, A. (2017) The Contribution of Others’ Methods in Recruitment and Selection: Biodata, References, Résumés and CVs. In Goldstein, H.W., Pulakos, E.E., Passmore, J. &

Semedo, C. (Eds.) *The Wiley Blackwell Handbook of the Psychology of Recruitment, Selection and Employee Retention*. Malden, MA: Wiley. pp. 202-225. **CR**

**Oct 24: 12:30-2:20: The Employment Interview and Cognitive Ability Testing**

**Employment Interview Reading**

Catano, V.M., Wiesner, W.H., Hackett, R.D., & Methot, L.L. (2019). *Recruitment and Selection in Canada (7<sup>th</sup> Ed.)*. Toronto, ON: Thomson Nelson. 392-456. (**Note: You don't need to work through the material on pp. 437-456.**) **CR**

**Cognitive Ability Testing Readings**

Goffin, R. D. (2016). Intelligence in the Workplace. In V. Zeigler-Hill and T.K. Shackelford (Eds). *Encyclopedia of Personality and Individual Differences*. N. Y.: Springer. **R**

Schmidt, F.I., & Hunter, J.E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124, 262-274. **R**

**Oct 24: 2:30-3:20: Student-led Discussion VI – Fairness in Selection.**

**Background materials:**

Catano, V.M., Wiesner, W.H., Hackett, R.D., & Methot, L.L. (2019). *Recruitment and Selection in Canada (7<sup>th</sup> Ed.)*. Toronto, ON: Thomson Nelson. **Read the discussion questions, exercises, and cases on pp. 108-111 from the Oct 17 Catano et al. reading.**

Sanders, L.H.. Eleven Tips on Getting More Efficiency Out of Women Employees. Mass Transportation. July 1943. **R**

**Focal Reading:**

Schmitt, N., & Quinn, A. (2010). Reductions in measured subgroup mean differences: What is possible? In J.L. Outtz (Ed.) *Adverse Impact: Implications for Organizational Staffing and High Stakes Selection*. New York, NY: Taylor & Francis. 425-451. **CR**

**Oct 31: 12:30-2:20: Personality Testing in Personnel Selection.**

Hughes, D.J., & Batey, M. (2017). Using personality questionnaires for selection. In Goldstein, H.W., Pulakos, E.E., Passmore, J. & Semedo, C. (Eds.) *The Wiley Blackwell Handbook of the Psychology of Recruitment, Selection and Employee Retention*. Malden, MA: Wiley. pp. 151-181. **CR**

**Oct 31: 2:30-3:20: Student-led Discussion VII – Using Internet Screening and Social Networking Sites in Employee Selection**

**Focal Reading:**

Davison, H. K., Maraist, C. C., Hamilton, R. H., & Bing, M. N. (2012). To screen or not to screen? Using the internet for selection decisions. *Employee Responsibilities and Rights Journal*, 24, 1-21. **CR**

**Nov 7: 12:30-1:20: Student-led Discussion VIII – Assessing and Selecting Individuals for Teams**

**Focal Reading**

Liu, M., Huang, J.L., & Dickson, M.W. (2017). Team Assessment and Selection. In Goldstein, H.W., Pulakos, E.E., Passmore, J. & Semedo, C. (Eds.) *The Wiley Blackwell Handbook of the Psychology of Recruitment, Selection and Employee Retention*. Malden, MA: Wiley. pp. 310-333. **CR**

**Nov 7: 1:30-2:20: Student-led Discussion IX – Assessing Physical Abilities for the Workplace.**

**Focal Reading:**

Baker, T.A. & Gebhardt, D.L. (2012). The Assessment of Physical Capabilities in the Workplace. In N. Schmitt (Ed.) *The Oxford Handbook of Personnel Assessment and Selection*. New York: Oxford. pp. 274-297. **CR**

**Nov 7: 2:30-3:20: Student-led Discussion X – Simulations and Work Samples as Selection Tools**

**Focal Reading:**

O’Leary, R.S., Forsman, J.W., & Isaacson, J.A. (2017). The Role of Simulation Exercises in Selection. In Goldstein, H.W., Pulakos, E.E., Passmore, J. & Semedo, C. (Eds.) *The Wiley Blackwell Handbook of the Psychology of Recruitment, Selection and Employee Retention*. Malden, MA: Wiley. pp. 247-270. **CR**

**Nov 14 to Dec 5: Student Research Seminars; readings will be assigned by students.**

**STATEMENT ON ACADEMIC OFFENCES**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers will be submitted for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

**Learn and Study Productively**

If you feel that your progress in this course, or at Western in general, is not what it should be as a result of your study skills, habits, or personal problems, you may wish to utilize the Student Development Centre (SDC): <http://www.sdc.uwo.ca> . A wide range of helpful services are offered there.

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The dates mentioned in this outline could be changed by the instructor. Sufficient notice will be given for any such changes and they will be announced in class and/or on the course website.