PSYC*7010, Course Outline: Fall 2020

General Information

Course Title: Recruitment and Selection

Course Description:
The course explores organizational issues in the recruitment and selection of new employees. Topics may include: individual differences, human rights, survey-based job analysis, recruitment methods and outcomes, selection methods and outcomes, hiring, decision making and employee placement/classification.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Fall 2020

Class Schedule and Location: Thursday 9:00am – 11:50 via Zoom

Instructor Information

Instructor Name: Deborah Powell
Instructor Email: dpowell@uoguelph.ca
Office hours: by appointment

Course Content

Specific Learning Outcomes:

By the end of the course successful students will be able to:

1. Demonstrate understanding and application of: Reliability and validity of measurement, Job Analysis Methods, Canadian employment laws that affect employee recruitment and selection

2. Understand and discuss the definition, advantages, disadvantages of different personnel selection tools, including: interviews, job sample tests, ability tests, personality tests, situational judgment tests, biodata, physical ability testing and drug testing

3. Use active listening skills to understand a personnel selection issue within an organization

4. Use the empirical literature to develop a recruitment plan and personnel selection protocol for a specific job: evaluate the appropriateness of different tools and reject less acceptable methods, and express that plan in writing and verbally to a manager.

5. Be familiar with and be able critically discuss (orally and written), both seminal and recent Personnel Selection research.

6. Commit fully to team tasks, contribute quality work, and excel in their personal contributions

Lecture Content:
- Measuring Individual Differences
- Employment Law, Standards, and Ethics
- Job Analysis
- Recruitment
- Interviewing
- Intelligence and Ability Testing
- Assessment Centres and Work Samples
- Personality and Integrity Testing
- Biodata, Situational Judgement Tests, Physical Ability Testing, Drug Testing
- Making Selection Decisions
- Applicant Reactions

Date	Topics	Readings
Sept 10	• **Introductions** • **Measuring Individual Differences**	1. Cascio, W. F. & Aguinis, H. (2011). A*pplied Psychology in Human Resource Management* (7th Ed.). Upper Saddle River, NJ: Pearson Prentice Hall. a. Chapter 6: "Measuring and Interpreting Individual Differences" and b. Chapter 7 – "Validation and use of Individual Difference Measures." Then complete the following quiz before class: https://uoguelph.eu.qualtrics.com/jfe/form/SV_7PN48nLwspeixhz

Date	Topics	Readings
Sept 17	• **Employment Law** • **Standards** • **Bias, Fairness**	1. Catano, V. M., Wiesner, W. H., Hackett, R. D., & Methot, L. L. (2016). *Recruitment and Selection in Canada* (4th Ed.). Toronto, ON: Nelson Education. Chapter 3: "Foundations of Recruitment and Selection: Legal Issues" Then watch the first video (*Preliminary Process*) on this page: https://www.chrt-tcdp.gc.ca/resources/videos-en.html **2.** SIOP Principles for the Validation and Use of Personnel Selection Procedures 3. Woo, S. E., LeBreton, J. M., Keith, M. G., & Tay, L. Bias, Fairness, and Validity in Graduate Admissions : A Psychometric Perspective. (working manuscript)
Sept 24	• **Job Analysis** • **O*NET**	1. Sanchez, J. I., & Levine, E. L. (2012). The rise and fall of job analysis and the future of work analysis. *Annual review of psychology*, *63*, 397-425. 2. Rivkin, D., Gregory, C. Norton, J. J., Craven, D. E., & Lewis, P. M., (2017). Chapter 40: Advancing O*Net Data, Application and Uses. In J. L. Farr, & N. T. Tippins, N. T. (Eds.). (2017). *Handbook of employee selection*. Taylor & Francis.

Date	Topics	Readings
Oct 1	• **Recruitment** • **Initial Screening**	1. Ryan, A., & Delany, T. (2017). Chapter 7: Attracting job candidates to organizations. In J. L. Farr, & N. T. Tippins, N. T. (Eds.). (2017). *Handbook of employee selection*. Taylor & Francis. 2. Casper, W. J., Wayne, J. H., & Manegold, J. G. (2013). Who will we recruit? Targeting deep- and surface-level diversity with human resource policy advertising. *Human Resource Management*, *52*(3), 311-332. 3. Meglino, B. M., Ravlin, E. C., & DeNisi, A. S. (2000). A meta-analytic examination of realistic job preview effectiveness: A test of three counterintuitive propositions. *Human Resource Management Review*, *10*(4), 407-434.
Oct 8	• **Interviews**	1. Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. *Personnel Psychology, 67*, 241-293. 2. Huffcutt, A. I., Conway, J. M., Roth, P. L., & Stone, N. J. (2001). Identification and meta-analytic assessment of psychological constructs measured in employment interviews. *Journal of Applied Psychology, 86* , 897–913. 3. Suen, H. Y., Chen, M. Y. C., & Lu, S. H. (2019). Does the use of synchrony and artificial intelligence in video interviews affect interview ratings and applicant attitudes? *Computers in Human Behavior*, *98*, 93-101.

Date	Topics	Readings
Oct 15	• **Cognitive Ability testing,** • **Emotional and Social Intelligence**	1. Ones, D. S., Dilchert, S., Viswesvaran, C., & Salgado, J. F. (2017). Chapter 12: Cognitive Ability: Measurement and Validity for Employee Selection. In J. L. Farr, & N. T. Tippins, N. T. (Eds.). (2017). *Handbook of employee selection*. Taylor & Francis. 2. Murphy, K. R. (2002). Can conflicting perspectives on the role of g in personnel selection be resolved? *Human Performance, 15* (1-2), 173-186. 3. Lievens, F., & Chan, D. (2010). Practical Intelligence, Emotional Intelligence, and Social Intelligence. In J. L. Farr, & N. T. Tippins, N. T. (Eds.). (2010). *Handbook of employee selection*. Taylor & Francis.
Oct 22	• **Work samples** • **Assessment Centres** • **Situational Judgement Tests**	1. Callinan, M., & Robertson, I. T. (2000). Work sample testing. *International Journal of Selection and Assessment*, *8*(4), 248-260. 2. Lievens, F. (2001). Assessors and use of assessment centre dimensions: A fresh look at a troubling issue. *Journal of Organizational Behavior*, *22*(3), 203-221. 3. Whetzel, D. L., & McDaniel, M. A. (2009). Situational judgment tests: An overview of current research. *Human Resource Management Review, 19 (3),* 188-202.

Date	Topics	Readings
Oct 29	• **Personality testing** • **Integrity Testing**	1. Rothstein, M. G., & Goffin, R. D. (2006). The use of personality measures in personnel selection: What does current research support?. *Human resource management review*, *16*(2), 155-180. 2. Melson-Silimon, A., Harris, A. M., Shoenfelt, E. L., Miller, J. D., & Carter, N. T. (2019). Personality testing and the Americans with Disabilities Act: Cause for concern as normal and abnormal personality models are integrated. *Industrial and Organizational Psychology*, *12*(2), 119-132. 3. Berry, C. M., Sackett, P. R., & Wiemann, S. (2007). A review of recent developments in integrity test research. *Personnel Psychology, 60*, 271-301.
Nov 5	• **Biodata** • **Physical ability testing**	1. Breaugh, J. A. (2009). The use of biodata for employee selection: Past research and future directions. *Human Resource Management Review, 19(3),* 219-231. 2. Speer, A. B., Siver, S. R., & Christiansen, N. D. (2020). Applying theory to the black box: A model for empirically scoring biodata. *International Journal of Selection and Assessment*, *28*(1), 68-84. 3. Gebhardt, D. L., & Baker, T. A. (2017). Chapter 13: Physical Performance Tests. In J. L. Farr, & N. T. Tippins, N. T. (Eds.). (2017). *Handbook of employee selection*. Taylor & Francis.

Date	Topics	Readings
Nov 12	• **Making Selection Decisions** • **Utility analysis**	1. Kelloway, E. K., & Catano, V. M., (2011). People and work in Canada: industrial and organizational psychology, chapter 4 **Pages 132 – 138 only.** 2. Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology*, *1*(3), 333-342. 3. Holling, H. (1998). Utility analysis of personnel selection. An overview and empirical study based on objective performance measures. *Methods of Psychological Research*, *3*(1), 5-24.
Nov 19	• **Applicant Experience** • **Organization reactions to selection methods** **+ Guest Speaker:** *Jason Murray, Founder and President of the BIPOC Executive Search, Inc.*	1. 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*(6), 1693-1725. 2. Fisher, P. A,. Risavy, S. D., Robie, C. Konig, C. Christiansen, N. D., Tett, R. P., & Simonet, D. V. (in press). Selection Myths: A conceptual replication of HR professionals' beliefs about effective human resource practices. *Journal of Personnel Psychology*.
Nov 26	Final Presentations to Clients	
Dec 3	Final Report Due	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
1. Participation	**Weekly**	**15%**	1, 2, 5

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
2. Blog Entries	Various	10% x 2 = 20%	2, 5
3. Blog Comments	Various	5% x 2 = 10%	2, 5
4. Discussion Leading	Various	5% x 2 = 10%	2, 5
5. Consulting Project a. Client Interview	October 16	5%	3
b. Team Contribution	December 3	5%	6
c. Final Client Presentation	November 26	15%	4
d. Final Client Report	December 3	20%	4

Course Resources

Required Texts:

All course readings are available on CourseLink through the Library's online reserve system (ARES)

Course Policies

Grading Policies

The nature of this course does not allow for people to get behind in their assignments. If there is a compelling reason for a homework assignment to be handed after the due date, then of course, no points will be deducted. But, if such a reason exists, you must contact me BEFORE the due date.
Graduate Grade interpretation
Please note that these policies are binding unless academic consideration is given to an individual student.

Course Policy on Group Work:

The two major final assignments (client report and client presentation) will be completed in groups. Each group member is responsible for contributing to these projects to the best of their ability. Each group member will receive the same grade for the presentation and report; group members will grade each other on contribution to the group. Please come to see me as early as possible if you are having any problems with the equal distribution of work.

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

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:
[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the:
[Graduate Calendar](#):

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 [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

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

Drop date

The last date to drop one-semester courses, without academic penalty, is the last day of classes. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#)