

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
PSYC 575 – Seminar in Personnel Selection
Course Syllabus – Spring 2025**

COURSE INFORMATION

Course Number:	PSYC 575
Credit Hours:	3 credit hours
Class Meeting Dates:	Tuesdays, 1/13/24 – 5/8/24
Class Meeting Times:	Founders Hall 0103 11a-1:50p
Instructor:	Marie Childers, Ph.D
Office Hours:	Tuesdays 2-3p
Office Location:	Alumni Hall 0133
E-mail:	marichi@siue.edu

TEXTBOOK AND READING INFORMATION

Gatewood, R.D., Feild, H.S., & Barrick, M. (2019). *Human Resource Selection (9th ed.)*. Wessex Press.

Readings are listed in the course schedule and are available on-line through the library or Google Scholar. Let me know if you have difficulty accessing any of the articles.

COURSE DESCRIPTION

This is a graduate-level course examining the science and practice of employee selection. Human resource selection is a complex process requiring knowledge of selection techniques, validation, job analysis, criterion development, and legal and professional issues.

COURSE LEARNING OUTCOMES

Upon completion of this course, you should be able to:

1. identify the ethical, legal, and professional issues involved in human resource selection,
2. write effective multiple-choice questions,
3. identify the strengths and weaknesses of selection techniques, and
4. design effective selection systems.

POINT SYSTEM FOR LEARNING ASSIGNMENTS

Your final letter grade will be determined by the following assignments.

Learning Assignments	Points	% of Final Grade
1. Exams (2 @ 50 points)	100	29
2. Predictor Paper	50	14
3. Consulting Project	60	17
4. Consulting Presentation	25	7
5. Homework and Class Activities	~50	14
6. Facilitation (2 @ 20 points)	40	11
7. Participation	25	7
TOTAL POINTS	350	100

OVERVIEW OF LEARNING ASSIGNMENTS

Exams

There will be two short answer/essay exams in this class, one midterm and one final exam. Exams will be submitted via Blackboard by the assigned due date. The goal of this exam is to gauge understanding of the course material and provide exposure to questions that you may be expected to answer and understand in the workforce. More information will be provided later in the semester.

Predictor Paper

During the first class, we will choose a predictor that will be the focus of your paper and presentation. You will write a 10+ page paper analyzing a selection predictor. Your paper should cover the strengths and weaknesses of the predictor, steps to develop a test assessing the predictor, examples of existing test, and future research directions and practical implications. You should include at least 15 scholarly journal articles in your paper (ones discussed in class can be used but you may need to search for additional articles).

Consulting Project

This project is a simulation of the process of consulting for an organization to help with their staffing procedures. Your consulting team will conduct a job analysis and develop a selection test for a job in the organization chosen. At the end of the semester, you will submit a report detailing the steps you took to conduct the job analysis, development of the selection test, and a user guide for the selection test including instructions and a scoring key. The project will provide an opportunity to apply the class

content to address an organization's selection needs. The skills developed and knowledge gained on this project will help make the class content more relevant and be useful for working as an Industrial/Organizational Psychologist in the area of assessment. At the end of the semester, you will present to the class on your project, covering the material in your paper. The presentation should take ~30 minutes with questions. More information (including a rubric) can be found on BB.

Homework and Class Activities

Throughout the class I will assign take home assessments or mini projects that will allow you to apply what you've learned in class. We will also conduct in class activities to further explore topics.

Homework assignments are due the class after they are assigned. In class activities are due at the end of the class during which they are assigned.

Class Facilitations

On select weeks (see Course Schedule), one student will be assigned to the role of discussion leader for that class. The discussion leader will select a Focal Article for that week's topic (in consultation with the instructor) and email this paper to the class one week in advance of their facilitation. The focal article must be an empirical paper from an I/O-related journal (e.g., Journal of Applied Psychology, Journal of Management), published within the last 10 years. All students will post discussion questions for each week on BB by 5pm the day before class time. Discussion leaders must also submit questions during the week of their facilitation. The discussion leader will review all of the discussion questions and organize the class discussion for that day using the themes found therein. The discussion leader will be responsible for guiding class discussion through the assigned readings for that week, in which they will:

1. Pose critical discussion questions (from the class) for the readings (both the focal article and other assigned readings) that are particularly insightful/relevant to the topic for the week, and that will generate discussion among your peers in a respectful manner,
2. Provide a brief overview of the book chapter for the week, highlighting main points and summarizing information
3. Provide a brief overview on the focal article, including its major themes, findings, and methodology (as applicable), and
4. Connect the readings for the assigned week to material previously covered in the course.

Participation and Attendance

Your presence in class and your active participation are essential aspects of this course. You must have completed all reading assignments for a particular topic *before* we discuss the topic in class. This will allow you to get the most out of the course and give you the chance to clarify issues you may have found confusing in the readings. In class, you should be prepared to discuss the substance of the ideas and concepts from the assigned readings. We may not have time to cover all of the material during class discussion, but you are still required to know the material from all assigned readings.

As part of your participation grade, **starting Week 2** you will prepare **three** (total) discussion questions, critical comments, or future research ideas for the assigned readings each week, and bring notes regarding topics that you want to discuss. **Note that your weekly discussion questions**

should be in-depth as opposed to questions of clarity: The point is to stimulate discussion about the material not to develop a list of terms and information you didn't understand. We will still address points of clarity, however, as advanced graduate students, I expect that you investigate some of these issues on your own first.

Please post your discussion questions on Blackboard by Monday at 5pm and bring a copy of your discussion questions with you to class for your reference. You will be graded on the quality and promptness of your weekly discussion questions. All students are expected to contribute to class discussions.

GRADING DISTRIBUTION

Grade	%	Points	Description
A	= 90—100	315.0—350.0	Excellent
B	= 80—89	280.0—314.9	Good
C	= 70—79	245.0—279.9	Satisfactory
D	= 60—69	210.0—244.9	Poor
F	= 0—59	0—209.9	Failure

COURSE EXPECTATIONS

- **Invest** an adequate amount of time. According to the university, you should spend 2 hours *outside* of class for every 1 hour *in* class (<http://www.siu.edu/policies/li4.shtml>).
- **Read** the assigned materials prior to class. There is a lot of reading as a part of this class and you are expected to have done the readings and be prepared to discuss.
- **Check** your university e-mail and Blackboard several times each week. Look for new announcements and feedback on your assignments.
- **Be authentic** and submit your own work. If you reference external sources, cite them using the guidelines published by the American Psychological Association (APA) and provide a list of references at the end of your response, report, or post.
- **Contact me** if you have any questions. You can e-mail me, visit me during my office hours, or drop by my office if the door is open
- **Contact help@siue.edu** with your questions related to Blackboard and other technical difficulties. If technical problems prevent you from accessing course materials or submitting assignments, let me know.

GRADING POLICIES

To complete the course assessments, follow the policies outlined below.

- Grades will not be curved or rounded. You begin the course with zero points and earn every point to reach your goal.
- Submit all assignments on Blackboard. I will not accept assignments submitted through email.
- Submit your assignments before on the due date listed in the syllabus calendar.

- For an assignment submitted after the due date, you will forfeit 25% of the total possible points *each* day the assignment is late.
- Under no circumstances will late assignments be accepted after the course ends.
- Adhere to SIUE's Student Code of Conduct as outlined at <https://www.siu.edu/policies/3c1.shtml>.
- Submissions that contain plagiarized material will receive a zero, and those that include an abundance of spelling and grammatical errors will be graded down.

COURSE CONTENT AND CALENDAR

The table below includes a tentative course schedule. The instructor reserves the right to alter it to improve the quality of learning or to accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail and Blackboard announcements.

* *Indicates optional but recommended readings*

Week 1 – 1/14/24 – Introduction & Overview of Measurement

Discussion Leader: Marie (marichi@siue.edu)

- *Arthur, W., Jr., & Villado, A. J. (2008). The importance of distinguishing between constructs and methods when comparing predictors in personnel selection research and practice. *Journal of Applied Psychology*, 93, 435-442.
- *Binning, J. F., & Barrett, G. V. (1989). Validity of personnel decisions: A conceptual analysis of the inferential and evidential bases. *Journal of Applied Psychology*, 74, 478-494.
- *Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, 7, 309-319.
- Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapters 1 & 6-8]
- *Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1, 104-121.
- *Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50, 741-749.
- *Murphy, K. R. (2009). Content validation is useful for many things, but validity isn't one of them. *Industrial and organizational psychology: Perspectives on science and practice*, 2, 453-464. [And associated commentaries.]
- Ployhart, R. E., Schmitt, N., & Tippins, N. T. (2017). Solving the supreme problem: 100 years of selection and recruitment at the Journal of Applied Psychology. *Journal of Applied Psychology*, 102, 291-304.

*Ryan, A. M., & Ployhart, R. E. (2014). A century of selection. *Annual Review of Psychology*, 65, 693-717.

Week 2 – 1/21/14 – Job Performance

Discussion Leader:

Austin, J. T., & Villanova, P. (1992). The criterion problem: 1917-1992. *Journal of Applied Psychology*, 77, 836-874.

*Beal, D. J., Weiss, H. M., & Barros, E. (2005). An episodic process model of affective influences on performance. *Journal of Applied Psychology*, 90, 1054-1068.

*Dalal, R. S. (2005). A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior. *Journal of Applied Psychology*, 90, 1241-1255

Dalal, R. S., Bhave, D. P., & Fiset, J. (2014). Within-person variability in job performance: A theoretical review and research agenda. *Journal of Management*, 40, 1396-1436.

Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 2]

*Motowidlo, S. J., & Kell, H. J. (2013). Job performance. In N. W. Schmitt, S. Highhouse, & I. B. Weiner (Eds.), *Handbook of psychology, volume 12: Industrial and organizational psychology* (2nd ed., pp. 82–103). Hoboken, NJ: Wiley

*Sackett, P. R. (2007). Revisiting the origins of the typical-maximum performance distinction. *Human Performance*, 20, 179-185.

Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88, 500-517.

Week 3 – 1/28/24 – Job Analysis & Competency Modeling

Discussion Leader:

*Bartram, D. (2005). The Great Eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology*, 90, 1185-1203.

Campion, M. A., Fink, A. A., Ruggeberg, B. K., Carr, L., Phillips, G. M. & Odman, R. B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology*, 64, 225-262.

- DuVernet, A. M., Dierdorff, E. C., & Wilson, M. A. (2015). Exploring factors that influence work analysis data: A meta-analysis of design choices, purposes, and organizational context. *Journal of Applied Psychology, 100*, 1603-1631.
- *Foster, J., Gaddis, B., & Hogan, J. (2012). Personality-based job analysis. In M. A. Wilson (Ed.), *The handbook of work analysis: Methods, systems, applications and science of work measurement in organizations* (pp. 247-265). Routledge.
- Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 3]
- Jeanneret, P. R., & Strong, M. H. (2003). Linking O*NET job analysis information to job requirement predictors: An O*NET application. *Personnel Psychology, 56*, 465-492.
- *Morgeson, F. P., & Campion, M. A. (1996). Social and cognitive sources of potential inaccuracy in job analysis. *Journal of Applied Psychology, 82*, 627-655.
- Peterson, N. G., Mumford, M. D., Borman, W. C., Jeanneret, P. R., Fleishman, E. A., Levin, K. L., ... & Dye, D. M. (2001). Understanding work using the Occupational Information Network (O*NET): Implications for practice and research. *Personnel Psychology, 54*, 451-492.
- *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.
- *Shippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., ... & Sanches, J. I. (2000). The practice of competency modeling. *Personnel Psychology, 53*, 703-740.

Week 4 – 2/4/24 – Legal Issues & Adverse Impact

Discussion Leader:

- *Brooks, M. E., Guidroz, A. M., & Chakrabarti, M. (2009). Distinction bias in applicant reactions to using diversity information in selection. *International Journal of Selection and Assessment, 17*, 377-390.
- Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 4]
- *Hattrup, K., Rock, J., & Scalia, C. (1997). The effects of varying conceptualizations of job performance on adverse impact, minority hiring, and predicted performance. *Journal of Applied Psychology, 82*, 656-664.
- Hough, L. M., Oswald, F. L., & Ployhart, R. E. (2001). Determinants, detection, and amelioration of adverse impact in personnel selection procedures: Issues, evidence, and lessons learned. *International Journal of Selection and Assessment, 9*, 152-194.

- King, E. B., Avery, D. R., & Sackett, P. (2013). Three perspectives of employment discrimination 50 years after the Civil Rights Act—A promise fulfilled? *Journal of Business and Psychology*, *28*, 375-382.
- *Lindsey, A., King, E., McCausland, T., Jones, K., & Dunleavy, E. (2013). What we know and don't: Eradicating employment discrimination 50 years after the Civil Rights Act. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *6*, 391-413. [And associated commentaries.]
- *McKay, P. F., & McDaniel, M. A. (2006). A reexamination of black-white mean differences in work performance: More data, more moderators. *Journal of Applied Psychology*, *91*, 538-554.
- Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, *61*, 153-172.
- *Roth, P. L., Huffcutt, A. I., & Bobko, P. (2003). Ethnic group differences in measures of job performance: A new meta-analysis. *Journal of Applied Psychology*, *88*, 694-706.
- Ryan, A. M., Ployhart, R. E., & Friedel, L. A. (1998). Using personality testing to reduce adverse impact: A cautionary note. *Journal of Applied Psychology*, *83*, 298-307.
- *Volpone, S. D., Tonidandel, S., Avery, D. R., & Castel, S. (2015). Exploring the use of credit scores in selection processes: Beware of adverse impact. *Journal of Business and Psychology*, *30*, 357-372.

Week 5 – 2/11/24 – Recruitment & Applicant Reactions

Discussion Leader:

- Avery, D. R., & McKay, P. F. (2006). Target practice: An organizational impression management approach to attracting minority and female job applicants. *Personnel Psychology*, *59*, 157-187.
- *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.
- *Chapman, D. S., Uggerslev, K. L., Carroll, S. A., Piasentin, K. A., & Jones, D. A. (2005). Applicant attraction to organizations and job choice: A meta-analytic review of the correlates of recruiting outcomes. *Journal of Applied Psychology*, *90*, 928-944.
- Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 5]
- 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.

McCarthy, J., Van Iddekinge, C., Lievens, F., Kung, M., Sinar, E., & Campion, M. (2013). Do candidate reactions relate to job performance or affect criterion-related validity? A multistudy investigation of relations among reactions, selection test scores, and job performance. *Journal of Applied Psychology, 98*, 701-719.

*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*, 298-317.

*Ryan, A. M., & Huth, M. (2008). Not much more than platitudes? A critical look at the utility of applicant reactions research. *Human Resource Management Review, 18*, 119-132.

*Ryan, A. M., Sacco, J. M., McFarland, L. A., & Kriska, S. D. (2000). Applicant self-selection: Correlates of withdrawal from a multiple hurdle process. *Journal of Applied Psychology, 85*, 163-179.

Schneider, B. (1987). The people make the place. *Personnel Psychology, 40*, 437-453.

Week 6 – 2/18/24 – Biodata & Prescreening Assessments

Discussion Leader:

Arthur, W., Jr., & Doverspike, D. (1997). Employment-related drug testing: Idiosyncratic characteristics and issues. *Public Personnel Management, 26*, 77-87.

*Becker, W. C., Meghani, S., Tetrault, J. M., & Fiellin, D. A. (2013). Racial/ethnic differences in report of drug testing practices at the workplace level in the U.S. *The American Journal on Addictions, 23*(4), 357-362.

Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 9]

*Kuncel, N. R., Kochevar, R. J., & Ones, D. S. (2014). A meta-analysis of letters of recommendation in college and graduate admissions: Reasons for hope. *International Journal of Selection and Assessment, 22*, 101-107.

Madera, J. M., Hebl, M. R., Martin, R. C. (2009). Gender and letters of recommendation for academia: Agentive and communal differences. *Journal of Applied Psychology, 94*, 1591-1599.

*Oswald, F. L., Schmitt, N., Kim, B. H., Ramsay, L. J., & Gillespie, M. A. (2004). Developing a biodata measure and situational judgment inventory as predictors of college student performance. *Journal of Applied Psychology, 89*, 187-207.

*Putka, D. J., & Oswald, F. L. (2015). Implications of the big data movement for the advancement of I-O science and practice. In S., E., & J. (Eds.), *Big data at work: The data science revolution and organizational psychology* (pp. 181–212). New York: Routledge.

Roth, P. L., Bobko, P., Van Iddekinge, C. H., & Thatcher, J. B. (2016). Social media in employee-selection-related decisions: a research agenda for uncharted territory. *Journal of Management*, 42(1), 269-298.

Schmitt, N., & Kuncze, C. (2002). The effects of required elaboration of answers to biodata questions. *Personnel Psychology*, 55, 569-587.

*Van Iddekinge, C. H., Lanivich, S. E., Roth, P. L., & Junco, E. (2016). Social media for selection? Validity and adverse impact potential of a Facebook-based assessment. *Journal of Management*, 42, 1811-1835.

Week 7 – 2/25/24 – Interviews & Individual Assessment

Discussion Leader:

*Campion, M. A., Palmer, D. K., & Campion, J. E. (1997). A review of structure in the selection interview. *Personnel Psychology*, 50, 655-702.

Chapman, D. S., & Zweig, D. I. (2005). Developing a nomological network for interview structure: Antecedents and consequences of the structured selection interview. *Personnel Psychology*, 58, 673-702.

Ellis, A. P. J., West, B. J., Ryan, A. M., & DeShon, R. P. (2002). The use of impression management tactics in structured interviews: A function of question type? *Journal of Applied Psychology*, 87, 1200-1208.

Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 10]

Highhouse, S. (2002). Assessing the candidate as a whole: A historical and critical analysis of individual psychological assessment for personnel decision making. *Personnel Psychology*, 55, 363-396.

*Huffcutt, A. I., Culbertson, S. S., & Weyhrauch, W. S. (2013). Employment interview reliability: New meta-analytic estimates by structure and format. *International Journal of Selection and Assessment*, 21, 264-276.

*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.

Morris, S. B., Daisley, R. L., Wheeler, M., & Boyer, P. (2015). A meta-analysis of the relationship between individual assessments and job performance. *Journal of Applied Psychology*, 100, 5-20.

*Silzer, R., & Jeanneret, R. (2011). Individual psychological assessment: A practice and science in

search of common ground. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 4, 270-296. [And associated commentaries.]

*Swider, B. W., Barrick, M. R., & Harris, T. B. (2016). Initial impressions: What they are, what they are not, and how they influence structured interview outcomes. *Journal of Applied Psychology*, 101, 625-638.

Week 8 – 3/4/24 – Midterm

Midterm Exam

Week 9 – 3/11/24 – SPRING BREAK

No Readings

Week 10 – 3/18/24 – Ability Testing

Discussion Leader:

*Ackerman, P. L. (1988). Determinants of individual differences during skill acquisition: Cognitive abilities and information processing. *Journal of Experimental Psychology: General*, 117, 288-318.

*Ackerman, P. L. (1996). A theory of adult intellectual development: Process, personality, interests, and knowledge. *Intelligence*, 22, 227-257.

*Bosco, F., Allen, D. G., & Singh, K. (2015). Executive attention: an alternative perspective on general mental ability, performance, and subgroup differences. *Personnel Psychology*, 68, 859-898

Chien Farh, C. I. C., Seo, M-G., & Tesluk, P. E. (2012). Emotional intelligence, teamwork effectiveness, and job performance: The moderating role of job context. *Journal of Applied Psychology*, 97, 890-900.

Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 11]

Farrell, J. N., & McDaniel, M. A. (2001). The stability of validity coefficients over time: Ackerman's (1988) model and the General Aptitude Test Battery. *Journal of Applied Psychology*, 86, 60-79.

Sackett, P. R., Gruys, M. L., & Ellingson, J. E. (1998). Ability-personality interactions when predicting job performance. *Journal of Applied Psychology*, 83, 545-556.

Sackett, P. R., Shewach, O. R., & Keiser, H. N. (2017). Assessment centers versus cognitive ability

tests: Challenging the conventional wisdom on criterion-related validity. *Journal of Applied Psychology*, 102(10), 1435–1447. <https://doi.org/10.1037/apl0000236>

Schmidt, F. L., & 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. [SKIM]

*Schneider, W. J., & Newman, D. A. (2015). Intelligence is multidimensional: Theoretical review and implications of specific cognitive abilities. *Human Resource Management Review*, 25, 12-27.

Week 11 – 3/25/24 – Situational Judgment Tests & Assessment Centers

Discussion Leader:

Arthur, W., Jr., Glaze, R. M., Jarrett, S. M., White, C. D., Schurig, I., & Taylor, J. E. (2014). Comparative evaluation of three situational judgment test response formats in terms of construct-related validity, subgroup differences, and susceptibility to response distortion. *Journal of Applied Psychology*, 99, 535-545.

Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 13]

Hoffman, B.J., Melchers, K.G., Blair, C.A., Kleinmann, M., & Ladd, R.T. (2011). Exercises and dimensions are the currency of assessment centers. *Personnel Psychology*, 64, 351-395.

*Kuncel, N. R., & Sackett, P. R. (2014). Resolving the assessment center construct validity problem (as we know it). *Journal of Applied Psychology*, 99, 38-47.

*Lievens, F. (1998). Factors which improve the construct validity of assessment centers: A review. *International Journal of Selection and Assessment*, 6, 141-152.

*Lievens, F., & Motowidlo, S. J. (2016). Situational judgment tests: From measures of situational judgment to measures of general domain knowledge. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 9, 3-22. [And associated commentaries.]

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.

*McDaniel, M. A., & Whetzel, D. L. (2005). Situational judgment test research: Informing the debate on practical intelligence theory. *Intelligence*, 33, 515-525.

*Meriac, J. P., Hoffman, B. J., & Woehr, D. J. (2014). A conceptual and empirical review of the structure of assessment center dimensions. *Journal of Management*, 40, 1269-1296.

- Meriac, J. P., Hoffman, B. J., Woehr, D. J., & Fleisher, M. S. (2008). Further evidence for the validity of assessment center dimensions: A meta-analysis of the incremental criterion-related validity of dimension ratings. *Journal of Applied Psychology, 93*, 1042-1052.
- Motowidlo, S. J., & Beier, M. E. (2010). Differentiating specific job knowledge from implicit trait policies in procedural knowledge measured by a situational judgment test. *Journal of Applied Psychology, 95*, 321-333.
- *Motowidlo, S. J., Dunnette, M. D., & Carter, G. W. (1990). An alternative selection procedure: The low-fidelity simulation. *Journal of Applied Psychology, 75*, 640-647.
- *Woehr, D. J., & Arthur, W., Jr. (2003). The construct-related validity of assessment center ratings: A review and meta-analysis of the role of methodological factors. *Journal of Management, 29*, 231-258.
- *Rockstuhl, T., Ang, S., Ng, K.-Y., Lievens, F., & Van Dyne, L. (2015). Putting judging situations into situational judgment tests: Evidence from intercultural multimedia SJTs. *Journal of Applied Psychology, 100*, 464-480.

Week 12 – 4/1/24 – Personality Assessment & Integrity Testing

Discussion Leader:

- Carter, N. T., Dalal, D. K., Boyce, A. S., O'Connell, M. S., Kung, M. C., & Delgado, K. M. (2014). Uncovering curvilinear relationships between conscientiousness and job performance: How theoretically appropriate measurement makes an empirical difference. *Journal of Applied Psychology, 99*, 564-586.
- *Connelly, B. S., & Ones, D. S. (2010). An other perspective on personality: Meta-analytic integration of observers' accuracy and predictive validity. *Psychological Bulletin, 136*, 1092-1122.
- *Dudley, N. M., Orvis, K. A., Lebiecki, J. E., & Cortina, J. M. (2006). A meta-analytic investigation of conscientiousness in the prediction of job performance: Examining the intercorrelations and the incremental validity of narrow traits. *Journal of Applied Psychology, 91*, 40-57.
- Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapters 12 & 14]
- *Hough, L. M., Oswald, F. L., & Ock, J. (2015). Beyond the Big Five: New directions for personality research and practice in organizations. *Annual Review of Organizational Psychology and Organizational Behavior, 2*, 183-209.
- *Judge, T. A., Rodell, J. B., Klinger, R. L., Simon, L. S., & Crawford, E. R. (2013). Hierarchical representations of the Five-Factor Model of personality in predicting job performance: Integrating three organizing frameworks with two theoretical perspectives. *Journal of Applied*

Psychology, 98, 875-925.

Lee, K., Ashton, M. C., & De Vries, R. E. (2005). Predicting workplace delinquency and integrity with the HEXACO and Five-Factor Models of personality structure. *Human Performance*, 18, 179-197.

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*Ones, D. S., Viswesvaran, C., & Schmidt, F. L. (1993). Comprehensive meta-analysis of integrity test validities: Findings and implications for personnel selection and theories of job performance. *Journal of Applied Psychology*, 78, 679-703.

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Week 13 – 4/8/25 – Selection Decisions and Utility Analysis **Discussion Leader:**

*Aguinis, H., & Smith, M. A. (2007). Understanding the impact of test validity and bias on selection errors and adverse impact in human resource selection. *Personnel Psychology*, 60, 165-199.

- *Bobko, P., Roth, P.L., & Buster, M.A. (2007). The usefulness of unit weights in creating composite scores: A literature review, application to content validity, and meta-analysis. *Organizational Research Methods, 10*, 689-709.
- Brooks, M. E., Dalal, D. K., & Nolan, K. P. (2014). Are common language effect sizes easier to understand than traditional effect sizes? *Journal of Applied Psychology, 99*, 332-340.
- Cabrera, E. F., & Raju, N. S. (2001). Utility analysis: Current trends and future directions. *International Journal of Selection and Assessment, 9*, 92-102.
- Campion, M. A., Outtz, J. L., Zedeck, S., Schmidt, F. L., Kehoe, J. F., & Murphy, K. R. (2001). The controversy over score banding in personnel selection: Answers to 10 key questions. *Personnel Psychology, 54*, 147-185.
- De Corte, W., Lievens, F., & Sackett, P. R. (2007). Combining predictors to achieve optimal trade-offs between selection quality and adverse impact. *Journal of Applied Psychology, 92*, 1380-1393.
- *De Corte, W., Sackett, P. R., & Lievens, F. (2011). Designing pareto-optimal selection systems: Formalizing the decisions required for selection system development. *Journal of Applied Psychology, 96*, 907-926.
- Gatewood, R., Feild, H., & Barrick, M. (2016). *Human resource selection* (8th ed.). Boston: Cengage. [Chapter 15]
- *Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology, 1*, 333-342. [And associated commentaries.]
- Kuncel, N. R., Klieger, D. M., Connelly, B. S., & Ones, D. S. (2013). Mechanical versus clinical data combination in selection and admissions decisions: A meta-analysis. *Journal of Applied Psychology, 98*, 1060-1072.

Week 14 – 4/15/24 – Training & Development

Discussion Leader:

- *Alliger, G. M., Tannenbaum, S. I., Bennet, W., Jr., Traver, H., & Shotland, A. (1997). A meta-analysis of the relationships among training criteria. *Personnel Psychology, 50*, 341-358.
- *Arthur, W., Jr. Bennett, W., Jr., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology, 88*, 234-245.
- *Beier, M. E., & Kanfer, R. (2010). Motivation in training and development: A phase perspective. In S. J. Kozlowski, E. Salas, S. J. Kozlowski, E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 65-97). New York, NY, US: Routledge/Taylor & Francis Group.

- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36, 1065-1105.
- Carter, M., & Beier, M. E. (2010). The effectiveness of error management training with working-aged adults. *Personnel Psychology*, 63, 641-675.
- *Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85, 678-707.
- *Gully, S., & Chen, G. (2010). Individual differences, attribute-treatment interactions, and training outcomes. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 3-64) New York: Routledge.
- Huang, J. L., Ford, J. K., & Ryan, A. M. (2017). Ignored no more: Within-person variability enables better understanding of training transfer. *Personnel Psychology*, 70, 557-596.
- *Kanfer, R., & Ackerman, P. L. (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of Applied Psychology*, 74, 657-690.
- *Keith, N., & Frese, M. (2008). Effectiveness of error management training: A meta-analysis. *Journal of Applied Psychology*, 93, 59-69.
- 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, 311-328.
- Sitzmann, T., Kraiger, K., Stewart, D., & Wisher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology*, 59, 623-664.

Week 15 – 4/22/24 – Predictor Presentations

Week 16 – 4/29/24 – Consulting Presentations

Predictor Papers DUE 4/25/25 – Upload papers to BB by midnight.

Consulting Reports DUE 5/2/25– Upload to BB by midnight

Finals Week – DUE Thursday Finals Week– Upload exam to BB by midnight.

PSYCHOLOGY DEPARTMENT POLICIES

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (University policy states that

"Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost."

(<http://www.siu.edu/policies/li6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

The Psychology Department's Policy on Incomplete Grades

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to an accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

The Psychology Department's Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus

(<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

SIUE Psychology Department Twitter

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

Other Resources

- Lovejoy Library
 - 618-650-4636
 - <http://www.siu.edu/lovejoylibrary/>
- Computer Labs
 - <http://www.siu.edu/its/labsclassrooms/>
- Technology Support
 - Lovejoy Library Room 0005
 - 618-650-5500
 - help@siue.edu
- Writing Center
 - MUC –Student Success Center 1254
 - 618-650-2045
 - <http://www.siu.edu/lss/writing/index.shtml>

COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used. Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and are temporarily asked to leave the class until they are able to conform to the policy.

Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC). Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety

protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically

intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but have not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., the transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be

provided with an addendum to the class syllabus that will supersede the original version.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

ADDITIONAL SUPPORT

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a

student's decision to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time