Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
We will explore various facets of the personnel selection process. This includes assessing position requirements, converting those requirements to recruitment criteria, assessing candidates based on those criteria, and finally verifying the success of the recruitment process. Also included is an exploration of retention and evaluation of existing employees.

Most of us have participated in the recruitment process whether as an applicant or on the selection team. To understand what skills a position requires, if an applicant possesses those skills, and if we can effectively determine if an applicant possesses those skills, has a profound effect on organizational culture as well as achieving organizational objectives. Once we have gone to all that trouble, it is incumbent upon us to understand what it takes to retain the employees we have hired!

You are the customers of this course; you have paid for it. It is my goal to deliver a high quality product that satisfies my customers’ needs. If at any time you feel that you are not getting what you paid for, please let me know.

All course materials will be available on Canvas as will test scores and course grades. Team discussion spaces and presentation feedback forums will also be provided via Canvas.

We will be using teams throughout the course. This, of course, supported by current business and academic practices.

Final/Beginning thoughts for this course:
A tremendous portion of our identity is tied to “what we do”. For most of us, that becomes in large part “who we are” which determines “how we get it done”. What are we getting done? LIFE. And the determining the future of all that to which we are connected.

As a leader, a boss, a manager, or a supervisor, your role in the lives of others is incalculable. Your skills/abilities/knowledge applied with kindness and vision can contribute to the improvement countless lives.
New this semester:
  • Textbook (Philips & Gully) is recommended rather than required. For those of you that are visual learners (like me) or those of you that are planning a career in Personnel Selection, you probably want the book to assist in your studies or as a future reference.
  • The Peter Principle is required. It is a fun read and probably highlights organizational consequences of unscientific methods of evaluation and subsequent promotion.
  • I will be attempting to lecture less and allow more time for project work. Much of the material I would lecture on is easily assimilated from the lecture notes which are available to you on Canvas.
  • We will be incorporating more activities to enrich the course experience as well as allow me to assess learning outcomes in a more systematic/scientific manner.
  • We will have multiple projects running simultaneously and I will be counting on the technologically astute of us to explore presentation strategies that make most efficient use of our time.
  • Exemplary class attendance will be more important than ever before. Please expect to come to class every session! It isn’t just about you, it is about the class as a collective, an entity, that will have a life of its own which will educate and inform each of us!

Lofty goals to be sure, but we are capable!
Projects this semester:
- Hiring, rather than electing, a President of the United States
- Police officer hiring and/or retention/dismissal systems that are more compatible with the purported goal of “protect and serve” rather than the sometimes implicit goal of “chase the prey”
- The promotion process improved, as informed/inspired by the Peter Principle
- Hiring and/or retention for the home health care industry (gonna be a big one folks!)
- Exploiting O*net to its fullest potential
- Maybe: Pros and cons of interventions designed to level the playing field: sexism and racism addressed via corrective policies.
- Maybe: Pulling the “trigger”- what should it take to justifiably “terminate” an employee?
- Other wacky and useful topics, if well pitched and demonstrating potential consistent with course vision. Yes, I can be somewhat flexible.

GRADING SYSTEM:

Four Tests @ 30 points each = 120 (these will correspond to the four sections in the text)
Papers (2 pages) @ 20 points each = 40
Papers (1 page) @ 10 points each = 20
Presentation/Project @ 40 points = 40
Find a test/measure @ 20 points = 20
Presentation feedback forum participation @ 30 (online discussion board) = 30
Extra credit = 13 (approximately 5% of course total)

Tests:
Are designed to consolidate learning within each part of the text as well as the more in depth statistical discussions/techniques. Each of the four tests will cover the material from each of the four sections of the text/lecture. The fourth test is the final exam and will be held at the final exam date and time indicated by the University.

Project:
Through the use of teams, we will explore the entire process of the staffing process from start to finish. A team presentation will cap off the activity!

Papers:
A total of four papers spaced throughout the course will give students an opportunity to apply course material from their individual perspective.

Final Exam:
The final exam represents an opportunity to step back and take a larger/more conceptual view of the course material as well as explore possible future creative applications of the tools we have at our disposal.
Course grades will be based on the following OSU scheme distribution:

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<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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In general, I will endeavor to lecture on Tuesday and we will finish lectures on Thursday (when necessary). Otherwise, Thursday will be devoted to team business and tests.

But because we will be doing presentations, we may need to be somewhat flexible. Below can be taken as the order in which we will handle our business. As to the specific dates, we will maintain an updated schedule on Carmen.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Chapter</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductory Material and General Bloviating Strategic Staffing</td>
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<td>2</td>
<td>Business and staffing strategies</td>
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<td>3</td>
<td>The Legal Context</td>
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<td>Strategic Job Analysis and Competency Modeling</td>
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<td>Project Selection Due</td>
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<td>4</td>
<td>Strategic Job Analysis and Competency Modeling (Continued)</td>
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<td>5</td>
<td>Forecasting and Planning</td>
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<td>6</td>
<td>Sourcing: Identify Recruits Test 1 (1-4)</td>
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<td>7</td>
<td>Recruiting</td>
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<td>Measurement</td>
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<td>Recruiting Presentations</td>
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<td>9</td>
<td>Assessing External Candidates</td>
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<td>Test 2 (5-7)</td>
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<td>Assessing Internal Candidates</td>
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<td>Choosing and Hiring Candidates</td>
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<td>Staffing Systems Evaluation and</td>
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<td>Technology</td>
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<td>Test 3 (8-10)</td>
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<td>Selection Presentations</td>
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<td>14</td>
<td>Managing Workforce Flow</td>
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<td>15</td>
<td>Retention Presentations</td>
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<td>Ethical Considerations: “Just</td>
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<td>because we can, should we?”</td>
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<td>and other Final Thoughts</td>
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<td>12-13</td>
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<td>Presentation feedback due</td>
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Instructor responsibilities:

1. I will be available both inside and outside of class to discuss course material and provide assistance with assignments. I will hold regular office hours and make individual appointments whenever it would be helpful. You can contact me via email or phone, and I will respond in a timely fashion.

2. Considering the fast pace of the course, I will strive to provide you with useful and timely feedback on all tests/assignments.

3. I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. I am always willing to re-explain course material and answer questions.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Accommodations for Students with Disabilities:
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

Student responsibilities:

1. You are expected to read assignments by the beginning of class on the date listed in the calendar. You should be prepared to discuss these readings and ask questions about them. The quizzes are a form of an accountability manipulation both for attendance in class and completion of the assigned readings.

2. You are responsible for all material covered, whether you were in class or not (be sure to get notes from someone else if you miss class). Because of the pace of this class and the required assignments, I strongly suggest attending class.

3. To create an atmosphere that is free from hostility and ridicule. We will be exploring topics that can be emotionally and politically charged. By keeping an open mind and showing each other respect, we stand to learn a great deal about ourselves and others as players in the legal system.

4. Please turn cell phones off and put them away. I will do the same, that way we won’t miss anything while we are busy texting (etc) in class.
5. Please do not sleep in class. You will miss out on material and it distracts other students as well as sap energy from the classroom. And I will wake you up!
***Sample Assignments***

Find a Measure Assignment
For this assignment, pick a measure, any measure. Ok, maybe not so much any measure…

Things we need to cover in the paper:
What is the measure?
What does it purport to measure? What does it actually measure?
How does that relate to your KSA/Ps and person specification?
Why did you pick this measure?
Where/how did you find this measure?
What is the background of the measure?
What is the cost of this measure?
Is training/certification required to use the measure?
Has the measure been demonstrated to reliably predict the criterion in question?
Comment on the reliability and validity of the measure.
Does the measure consist of subscales? What are they? Was factor analysis used in the creation/testing of this measure?
What is the advantage to using this measure?
What is the disadvantage to using this measure?
Personnel Psychology: Recruiting: Self-Assessment Development Assignment
Please place your name on the back of the paper. That lets me do blind grading. Yes, I am a Social Psychologist and that makes a difference to me!
As we discussed during Lecture 7 (Recruitment- Slides 7.21-22), realistic job previews can be used to increase the efficiency of the recruitment and application processes. Recruiting candidates that would not take the job makes little sense!
Self-assessment tools can be designed to expose the recruit (potential applicant) to both positive and negative aspects of the job. For example, a mill worker may be expected to work rotating shifts. They should learn this during the recruiting process. If they are unwilling to do “shift work”, then are made aware that the position they are considering requires shift work, they may decide not to apply. That in the long run is probably a good thing. There is little point putting people through an extensive selection process to have them turn down the job when they learn what it actually entails.

To this end, select an occupation. It can be the occupation your team is working on or it can be something separate. Your choice. Understand the requirements of the occupation and identify those requirements that might cause someone to not want the job. Often these requirements are not obvious. As another example, when I was hired as a dwarf, there were several features of the job one might not normally anticipate. First, a dwarf suit weighs like 75 pounds. Second, it can be hot as hell. Third, Disneyland “guests” can sometimes be rather abusive to characters. What could you have asked me, as the applicant, to estimate my ability to withstand these rigors (as well as others)?
So for this paper:
Explain challenging aspects of the job that might send a new hire running. Then develop three to five assessment items that you would use as self-assessment instruments.

This paper is one of two 10-point papers that will be assigned in this class. One to two pages should be appropriate.
Well, we have handled external recruitment in lecture. But what about internal recruitment???

Internal recruitment presents special challenges that are beyond, or at least different than, challenges presented by external recruitment. So, I would like you to pick and discuss three issues unique to internal recruitment that interest you.

This should be probably 1 ½ to 2 pages typed double-spaced. Three points can probably be covered in three reasonably sized paragraphs.

Purpose:
1. For you guys to think critically about the difference between external and internal recruitment.
2. To give me an idea what catches your attention, what you think are issues unique enough to discuss in the internal recruitment lecture.