**Employee Selection**  
*PSYC 5326*

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**Class Information**

Term: Spring, 2015  
(January 26 – May 11)  
Time: Monday  
(1:30 p.m. – 4:20 p.m.)  
Location: LS Building, Room 420  
Credit hours: 3  
Websites: [www.uta.edu/faculty/scielzo](http://www.uta.edu/faculty/scielzo);  
[http://elearn.uta.edu](http://elearn.uta.edu)

**Instructor Information**

Shannon Scielzo, Ph.D.  
Office Hours: Mondays, 4:20-5:20 p.m., and by appointment.  
Email: scielzo@uta.edu/shannonscielzo@gmail.com  
Office Phone: 817-272-5464

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**Course Description:**

This course is designed to introduce students to the theories, concepts, and applications associated with employee selection. Numerous topics will be covered, including the evaluation of various selection procedures, strategies for selection, evaluating job candidates in various capacities, selection-specific measurement concerns, recruitment of job candidates, and legal issues with employee selection.

**Course Presentation:**

This is a relatively applied course that attempts to teach via hands-on projects, group collaboration, and active participation in class lectures. Thus, in order to maximize learning in this course it is important that everyone participates in class discussion, such as by contributing personal examples or ideas, and by asking questions. It is imperative that the values, questions, and comments presented by other individuals in this classroom be respected. Every individual will bring with him/her unique and diverse perspectives from which we can all benefit.

**Student Learning Outcomes:**

Upon completion of this course, students will:

- Be knowledgeable regarding various selection strategies and the pros and cons of each
- Have a basic foundation in numerous selection techniques
- Understand how to link job requirements with selection tools
- Have a basic ability to develop employee selection assessments
- Understand how to analyze and interpret selection rates
- Be versed in important theories from the domain
**Texts:**


**Additional Readings:**


*Note:* Additional readings may be added.

**Assessment of Progress Toward Objectives**

**Homework Assignments:** There will be assignments given via Blackboard throughout the semester. The assignments will require you to apply the skills learned in class, and will in some cases require outside sources/research. At least one week will be provided for completion of assignments, and due dates will be posted in Blackboard. You are expected to work independently on assignments (unless otherwise stated for a specific assignment) and you will be given a course grade of “F” if you fail to behave in accordance with UTA’s guidelines on academic integrity. Homework assignment scores will be averaged, with the resultant mean comprising 25% of your final grade.

**Assessment Center Project:** Working in a team of 3 to 5 individuals, you will create a selection-oriented assessment center. You will need to identify a position for the assessment center, conduct or have access to a job analysis for the position, select several selection technique procedures (between 3 and 6) appropriate for the content domain of the position, develop the procedures, link them to the job content, and provide scoring and interpretation protocol. Your specific job position must be approved, and updates will be required throughout the semester. Some additional guidelines include:

- Provide sufficient detail and support for the propositions made. Be sure to cite appropriate references and provide conceptual and statistical support whenever possible.
- Provide detailed information regarding the applicants, prior screening tools/hurdles, and other information as applicable.
- Lay person manuals in addition to technical manuals may be necessary.
- Develop materials whenever possible (e.g., mini-simulations) or provide rationale for not doing so.
- Demonstrate the linkage of the job content to the selection procedures.
- Demonstrate adequate coverage of the job content via the procedures.
- Provide substantial detail regarding the rating procedures. For example, will raters be necessary? If so, how will they be trained/evaluated?
- Discuss in detail how the results of this battery will be treated. For example, will results across exercises be averaged? Will missing data points be possible, and how will they be handled? Will there be compensatory scores in some cases?
- How will these results be integrated with other tools/sources of applicant information? How will this be weighted relative to the other sources of information (if applicable)? Will you suggest a ‘range’ of top applicants, or just one?
- Pilot-testing, although beneficial, is not necessary given the limited amount of time for project completion.
- Grammar, spelling, and general document/stimuli appearance are extremely important.
- Document the individual contributions of each team member over the course of the project (in a separate document) so that I can evaluate individuals independently if necessary.
**Class Assignments and Participation:** You are expected to attend every class session, participate in class discussions and activities, and come prepared for class. Coming prepared means that you are ready to discuss the assigned readings (you may be called on at random to summarize and lead discussion on class readings) and have adequately completed any assignments that are due.

If you have missed no more than 1 class activity, you will receive 100% (i.e., the full 20% of your total grade) for participation. If you miss 2 activities, your assignment and participation grade will be reduced to 75%. If you miss 3 activities, your assignment and participation will be reduced to 50%. If you miss 4 activities, it will drop to 25%. And, if you miss 5 or more, your assignment and participation grade will be 0%. If you must miss a class for a religious holiday/purpose, please notify me know at your earliest convenience.

**Quizzes:** Quizzes will be periodically administered to assess student learning, covering material from class readings and lectures. Quiz grades will be averaged, again with the resultant mean being worth 25% of your final grade.

**Criteria for Grade:**

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<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework Assignments</td>
<td>25%</td>
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<tr>
<td>Quizzes</td>
<td>25%</td>
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<tr>
<td>Assessment Center Project</td>
<td>25%</td>
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<tr>
<td>Class Assignments &amp; Participation</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Overall Course Evaluation:**

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
0-59% = F

**Course Prerequisites:**

Graduate standing or permission of instructor. However, it is recommended that students entering this class have a strong statistical background and be well-versed in psychological concepts/principles.

**Student Code of Conduct:**

Students who engage in any activities that lead to classroom disruption may be directed to leave the class, may be withdrawn from the class, receive a disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

**Expectations for Out-of-Class Study:**

As graduate students, you are well aware that at minimum you should be spending 3-hours studying for every hour in class. However, depending on your various strengths and weaknesses progressing through the various topics covered, you may need to allocate substantially more time. Furthermore, many of the topics build upon learning from previous weeks – thus, you must allocate sufficient time each and every week.
**Academic Integrity:**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

**Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.
Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php

Syllabus Changes: I reserve the right to make changes to this syllabus or course schedule according to the learning needs of the class.

Your Success! As a final note, it is very important to me that you succeed in this course. I hope that you enjoy this course, successfully complete it, and benefit from the concepts that you learn from it in the future. Please contact me with any concerns or problems that you may have.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Gatewood:</th>
<th>Other Readings</th>
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<tbody>
<tr>
<td>26-Jan</td>
<td>Introduction, Team Assignment</td>
<td>Chapter 1</td>
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<td><strong>Feb. 4th, Census Date</strong></td>
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<td>23-Feb</td>
<td>Reliability of Selection Measures</td>
<td>Chapter 4</td>
<td>Arthur (2008)</td>
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<td>2-Mar</td>
<td>Validity of Selection Procedures</td>
<td>Chapter 5</td>
<td>Ekuma (2012)</td>
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<td>9-Mar</td>
<td><strong>No Class - Spring Break.</strong></td>
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<td><strong>April 3rd, Last day to drop classes</strong></td>
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<td>6-Apr</td>
<td>Interviewing</td>
<td>Chapter 10</td>
<td>Podsakoff (2011)</td>
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<td>13-Apr</td>
<td>Ability Testing</td>
<td>Chapter 11</td>
<td>Van Iddekinge (2011)</td>
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<td>20-Apr</td>
<td>Personality Assessment</td>
<td>Chapter 12</td>
<td>Le (2011)</td>
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<td>4-May</td>
<td>Presentations</td>
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<td><strong>Projects Due at beginning of Class</strong></td>
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<td>11-May</td>
<td>Final Exam Week</td>
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