

Course Code	HP3802
Course Title	Personnel Psychology
Pre-requisites	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research
No of AUs	3

Course Aims

Organisations use effective personnel selection as a source of competitive advantage. Students and practitioners in the field of selection need to have a good understanding of the theories, procedures, and tools behind making good assessment decisions. This course will introduce both the theory and practice of assessment and selection. The course teaches you how to evaluate, develop, and administer effective assessment and selection procedures, conduct a job analysis, identify and measure predictors of performance, and how to use this information to make sound hiring decisions. With a focus on the scientist-practitioner model, the course has a strong theoretical foundation and explores the scientific and theoretical perspective that informs the best practice of personnel assessment and selection.

Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Illustrate the challenges of personnel selection procedures and assessments.
2. Discuss the reliability and validity of selection and assessment measures.
3. Examine the use of recruitment, selection, and assessment measures.
4. Critique selection techniques and principles.
5. Propose recruitment, selection, and assessment procedures for practical applications

Course Content

- Introduction to Personnel Selection and Recruitment
- Job Performance Concepts and Measures
- Job Analysis in Personnel Selection
- HR Measurement in Selection
- Reliability of Selection Measures
- Validity of Selection Procedures
- Strategies for Selection Decision Making
- Application Forms, Bio-data and Reference Checks
- The Selection Interview
- Ability Tests
- Personality Assessments
- Testing for Counterproductive Work Behaviours
- Simulation Tests

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Final Examination	1, 2, 3, 4	*Competence	40%	Individual
2. Continuous Assessment 1 (CA1): Academic essay	1, 2, 4	*Communication, Creativity & Competence	30%	Individual

3. CA2: Group presentation	1, 3, 5	*Communication, Creativity, Competence	30%	Team
Total			100%	

Formative feedback

Questions and clarifications will be invited at the start of every lecture and will be addressed in line with the content where appropriate. If a more in-depth response is required, the response to the questions will be posted on Blackboard post the seminar.

You will participate in several hands-on activities during or in between the lectures, and these will be debriefed to give feedback on the purpose of these activities, the key takeaway points, and how it relates to the content covered in the lectures.

Review questions will be posted on Blackboard after every lecture to highlight the key learning points of each lecture, and to encourage you to reflect on each lecture and relate these to the overall purpose of the course.

Assignment 1: You will receive individual feedback in response to your essays when they are returned to you. A summative group feedback will also be posted on Blackboard.

Group presentations: Each group will receive specific written feedback about their presentations, and summative feedback on the class' presentations in general and common learning points that will benefit the entire class will be posted on Blackboard.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	Interactive lectures on each topic to introduce you to the relevant concepts, knowledge areas, and practical concerns.
Presentation	Collaborative learning – allows you learning from each other and to apply theoretical and practical knowledge learnt to a real-world problem.

Reading and References

Gatewood, R., Feild, H. S., & Barrick, M. (2016). Human resource selection (8th ed.). Boston: Cengage Learning. ISBN: 978-1-305-10268-2

See “planned weekly schedule” for additional readings for each week. Additional readings will be uploaded onto Blackboard each week.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all lectures punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for lectures they have missed. You are expected to participate in all lectures discussions and activities.

(2) Absenteeism

Participation in in-class activities plays a significant part to your learning. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Assignments

You are required to submit all assignments by the stipulated due dates. No requests for extension of deadlines will be entertained. Assignment submissions will be accepted up to one week past the deadline, but there will be a late penalty incurred for all late submissions.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction to Selection and Recruitment	1, 3	<ul style="list-style-type: none">· Gatewood, Feild, & Barrick, 8th ed: Chapter 1 & 5· Shen et al. (2017) Updated international perspectives on the legal environment for selection· https://www.tafep.sg/sites/default/files/Resources%20-%20Fair%20Recruitment%20%26%20Selection%20Handbook%20%28English%29.pdf
2	Job Performance Concepts and Measures	1, 2, 5	<ul style="list-style-type: none">· Gatewood, Feild, & Barrick, 8th ed: Chapter 2· Blumberg & Pringle (1982) Theory of Work Performance· Campbell & Wiernik (2015) The modeling and assessment of work performance

3	Job Analysis	1, 3, 5	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 3 · Harvey (1991) Job analysis
4	Measurement in Selection	1, 2, 3	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 6 · Michell (2008) Is psychometrics pathological science? · Etz & Vandekerckhove (2017) Introduction to Bayesian Inference for Psychology
4	Reliability of Selection Measures	2	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 7
5	Validity of Selection Procedures	2	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 8 · Whyte & Latham (1997) The futility of utility analysis revisited: When even an expert fails
6	Strategies for Selection Decision Making	1, 2, 3, 5	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 15 · Guenole, Englert, & Taylor (2003) Ethnic group differences in cognitive ability test scores within a New Zealand applicant sample
7	Application forms, Biodata, and Reference Checks	2, 3, 4	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 9 · https://www.wired.com/story/the-noisy-fallacies-of-psychographic-targeting/ · https://www.vox.com/science-and-health/2018/3/23/17152564/cambridge-analytica-psychographic-microtargeting-what
8	The Selection Interview	2, 3, 4	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 10 · Campion, Palmer, & Campion (1997) A review of structure in the selection interview · Oh, Postlethwaite, & Schmidt (2013) Rethinking the validity of interviews for employment decision making · Schmidt, Oh, & Shaffer (2016) Validity and utility of selection methods: 100 year review
9	Ability Tests	2, 3, 4	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 11 · Schmidt & Hunter (2004) General mental ability in the world of work: Occupational attainment and job performance

10	Personality Testing for Selection and	2, 3, 4	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 12 · Barrick, Mount, & Judge (2001) Personality and performance at the beginning of the new millennium: What do we know and where do we go next?
11	Testing for Counterproductive Work Behaviours	2, 3, 4	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 14 · Berry, Sackett, & Wiemann (2007) A review of recent developments in integrity test research · Iacono & Ben-Shakhar (2018) Current status of forensic lie detection with the comparison question technique
11	Simulation Tests	2, 3, 4	<ul style="list-style-type: none"> · Gatewood, Feild, & Barrick, 8th ed: Chapter 13 · Lance (2008) Why assessment centers do not work the way they are supposed to · Jackson, Stillman, & Englert (2010) Task-based assessment centers: Empirical support for a systems model
12	Group Presentations	1, 2, 3, 5	Nil
13	Guest lecture and course review	1, 2, 3, 4, 5	Nil