



UNIVERSITY OF  
CALGARY

## **Psychology 739.16**

### **Individual Assessment for the Workplace**

Meetings: Fridays 9-12

Room: EC 288

Instructor: Dr. Derek Chapman

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### **Course Outline**

Required Text: There is no required textbook for this course. Students will be provided with a reading list of articles and chapters that will be covered each week. The bulk of the learning for this course will be experiential. Students will have a chance to practice and learn individual assessment for workplace settings.

#### Grades:

- Final Client report 50% (Due one week after last day of classes)
- Weekly assignments 30%
- Presentation 20%
- Grades will be converted to letter grades (See Appendix A)

Overview: This course is designed to provide students with a background and working knowledge of individual assessment in the workplace. It is geared toward measurement and assessment of potential for management level positions in organizations. Students will have the opportunity to learn a variety of skills related to individual assessment including interviewing, interest inventory interpretation, cognitive ability assessment, personality assessment, assessment center techniques, and so forth.

#### Learning Goals:

1. Be familiar with the use of I/O psychology in the individual assessment of potential employees with an understanding of the business, ethical and legal contexts.
2. Be aware of the major research methodologies and issues related to methodologies employed by I/O Psychologists in individual assessment
3. Develop skills in individual interviewing and psychological testing.
4. Develop skills in interpreting and writing reports based on psychological assessment data in the workplace context.
5. Develop skills in providing developmental feedback based on psychological testing.
6. Develop presentation skills as well as skills related to presenting information to audiences with supporting software (i.e., powerpoint).

### Role of Discussion Leader:

Many topics will have a discussion leader assigned. In addition to the readings assigned, the discussion leader is responsible for seeking out additional information related to the topic area. This could include presenting a summary of one or two recent studies that relate to the topic area, a group exercise designed to demonstrate a concept, a 'show and tell' with measures, or anything you feel might be relevant to the topic material. These presentations should not normally exceed 45 minutes. Normally, the presentation will be presented using PowerPoint. The discussion leader should submit a brief outline (to the instructor) of what they would like to present, at least by the Friday of the week before they are due to lead the discussion. The discussion leader should also generate discussion items to facilitate discussion of assessment issues related to their topic.

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

*It is the student's responsibility to request academic accommodations.* If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

**Important Dates**

The last day to drop this course and **still receive a fee refund** is January 19, 2007. The last day to withdraw from this course is April 13, 2007.

Schedule of Topics:

Week	Topic	Readings	Testing/assignments/homework
Week 1 Jan. 12	Background Legal and ethical issues Developing an overall selection (Competency) model	<a href="http://www.cpa.ca/cpasite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf">http://www.cpa.ca/cpasite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf</a> none	Read relevant CPA ethical guidelines
Week 2 Jan. 19	Interviews: Developing and practicing structured interviews	Campion, Palmer & Campion, 1997  Chapman & Zweig, 2005	Develop a 45 minute structured assessment interview measuring Appropriate competencies. Conduct interview with your partner. Provide ratings on the various competencies measured.
Week 3 Jan. 26	Assessing interests for the workplace	Mount, Barrick, Scullen & Rounds (2005) HIGHER-ORDER DIMENSIONS OF THE BIG FIVE PERSONALITY TRAITS AND THE BIG SIX VOCATIONAL INTEREST TYPES PPsych.  Review of Holland's RIASEC model  Presentation #1	Take the Strong Interest Inventory Switch with partner and write a summary of interests.
Week 4 Feb. 2	Assessing Cognitive Ability I. Overview of Cognitive ability	Book: Kaufman, Essentials of WAIS III Administration  Tulsky, D. S., & Price, L. R. (2003). The joint WAIS-III and WMS-III factor structure: Development and cross- validation of a six-factor model of cognitive functioning. <b>Psychological Assessment, 15(2),</b> 149-162.  Presentation #2	WAIS III

Week	Topic	Readings	Testing/assignments/homework
Week 5 Feb. 9	Assessing Cognitive Ability II	Kaufman, Essentials of WAIS III Administration	WAIS III with partner

Week 6 Feb. 16	Assessing Cognitive Ability III	Kaufman, Essentials of WAIS III administration	
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Week 7 March 2	Personality assessment for the workplace	Review test item content and administration manual for HPI	Hogan Personality Inventory HEXACO
Week 8 March 9	Integrity Testing	Review test item content and Manual for Reid Report Presentation #3	Reid Report HEXACO
Week 9 March 16	Work Samples: In-basket testing	Roth, Bobko & McFarland (2005) A META-ANALYSIS of WORK SAMPLE TEST VALIDITY: UPDATING AND INTEGRATING SOME CLASSIC LITERATURE. Personnel Psychology, 58, 1009-	Complete In-basket testing and scoring
Week 10 March 23	Situational Judgment Test	Weekley, J. A., Ployhart, R. E., & Holtz, B. C. (2006). On the development of situational judgment tests: Issues in item development, scaling, and scoring. In J. A. Weekley & R. E. Ployhart (Eds.), <i>Situational Judgment Tests</i> . (pp 157- 182). Mahwah, NJ: Lawrence Erlbaum. Presentation #4	Develop, deliver and score an SJT for the position.

Week 11 March 30	Work Sample: Roleplay exercise Presentation #5		Design test and score a role play exercise for an assessment center
Week 12 April 13	Leaderless Group Discussions Presentation # 6		Design test and score a LGD for an assessment center

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## Appendix A

### Course Grade conversions:

A+ 95-100%

A 90-95%                      C+ 67-71%

A- 85-89%                     C 63-66%

B+ 80-84%                    C- 59-62%

B 76-79%                      D+ 54-58%

B- 72-75%                     D 50-53%

F 0-49%