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!
Textbooks (Required)

The Peter Principle (Peter & Hull, 1972)

There are numerous versions available of this title.

Course description

Welcome to Personnel Psychology. This course was redesigned after having not been offered since spring of 2009. We ran our revision in AU2014; it went well. We totally redesigned the course in SP2019 and have made significant revisions for online presentation in SP 2021 and now back to in person (perhaps) for SP 2022. I am looking forward to teaching it again with further minor modifications this spring. All in the spirit of continuous improvement.

I am retiring this Spring 2022. I have been teaching at OSU for twenty years, it is time for me to move on to make the time to write several books i have in my mind. And to be honest, i am entirely sick of the way lecturers are treated at OSU. This is an increasingly crappy place to work. And that will be discussed through the several contexts in this course and many of my reasons are familiar to many of us: increasing work load, poor pay, mediocre benefits, and general demonstration of administration entitlement to treat lecturers like peons that should be thankful to have a job.

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!

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.

**Course learning outcomes**

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

1. Compare and contrast employment/hiring philosophies and determine which philosophies would best be used in each business context
2. Employ the ‘Holy Trinity’ of Needs Assessment, Testing Program, and Program Evaluation to meet employment needs efficiently and accurately.
3. Assess hiring practices for conformance to basic federal guidelines
4. Conduct a job analysis using multiple methods of analysis
5. Convert job analysis to quantifiable person specifications.
6. Locate or determine appropriate measures to assess applicant conformance to desired person specifications.
7. Assess reliability and validity of psychometric, behavioral, and work product tests.
8. Design and assess pros and cons of retention, reward, and promotions systems.
9. Develop fair and consistent termination procedures that adhere to professional and legal standards
10. Improve one’s ability to work in teams on multiple projects and strict deadlines.

**How this course works**

**Mode of delivery:**

- In person delivery (at least that is the plan- LOL).
- There are many opportunities for synchronous and asynchronous interaction with instructional staff, Dr. mark, and each other
- Synchronous sessions will include discussion and activities designed to enrich your understanding of the topics and prepare you for weekly assignments

**Pace of activities:** This course is divided into weekly modules that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.
- Activities and assignments will be available at least two weeks before due dates
  - Attend class!
  - Saturday-Monday: read designated chapter in book and pptx lectures.
  - Saturday: Turn in any assignments due by 11:59pm
  - All Week: Meet with team members virtually to work on assignments.
  - Wednesday: Thursday: Attend office hours as needed/desired
  - Monday: Take module quiz

<table>
<thead>
<tr>
<th>Work Product</th>
<th>Due Day and Time</th>
<th>Point Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Monday (11:59pm)</td>
<td>30</td>
</tr>
<tr>
<td>Assignments</td>
<td>Saturday (11:59pm)</td>
<td>90 (potentially 105)</td>
</tr>
<tr>
<td>Paper</td>
<td>Sunday (11:59)</td>
<td>20</td>
</tr>
</tbody>
</table>

Course Schedule (Subject to change)

Best source of due dates for assignments is the Modules section of Carmen. Any changes made will be found there.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Module</th>
<th>Lecture #</th>
<th>Lectures Title</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Introduction</td>
<td>HW1</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1.1</td>
<td>Staffing Strategies</td>
<td>HW2</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1.2</td>
<td>Holy Trinity</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1.3</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1.4</td>
<td>Fairness and Legality</td>
<td>HW3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2</td>
<td>Recruiting and Hiring</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2.1</td>
<td>Job Analysis</td>
<td>HW4</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2.11</td>
<td>JA Examples</td>
<td>HW5</td>
</tr>
<tr>
<td>5, 6</td>
<td></td>
<td>2.2</td>
<td>Person Specifications</td>
<td>HW6, HW7</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>2.3</td>
<td>Attracting Candidates</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>2.31</td>
<td>Recruiting Needs Assessment</td>
<td>HW8</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>3</td>
<td>Testing</td>
<td></td>
</tr>
</tbody>
</table>
Grading and faculty response

How your grade is calculated

<table>
<thead>
<tr>
<th>Assignment category</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>20</td>
</tr>
<tr>
<td>Homework Assignments (12 up to 14 perhaps)</td>
<td>90</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

Late assignments

- Late assignment can be penalized at up to 10% of the assignment value.
- Please refer to Carmen for due dates.

Grading scale
93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 7 days.
- **Email:** I will reply to emails within 24 hours on weekdays when class is in session at the university.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an in person course, your attendance is based on both your in person and your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in person and online activities for attendance:** You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Participating in team discussions:** 3-5 TIMES PER WEEK
  Almost all assignments for this course are team level assignments to facilitate learning team process.

Course materials and technologies
Textbooks

Required

1. **The Peter Principle** (Peter & Hull, 1972)

There are numerous versions available of this title.

Other fees or requirements

None

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support**: [osu.edu/help](http://osu.edu/help)
- **Phone**: 614-688-4357 (HELP)
- **Email**: servicedesk@osu.edu
- **TDD**: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([osu.edu/canvasstudent](http://osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([osu.edu/zoom-meetings](http://osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([osu.edu/video-assignment-guide](http://osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([osu.edu/video-assignment-guide](http://osu.edu/video-assignment-guide))

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software
• Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at osu.edu/office365help.

• Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click here for help getting started with Tophat.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

• Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (osu.edu/add-device).
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the Duo Mobile application (osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Other course policies

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

• **Writing style**: While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
• **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument
being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - https://studentconduct.osu.edu/

- **Citing your sources**: For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class**: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Mark

### Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation**: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation**: At the start of our sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](https://www.zoom.us/help center/background). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings**: I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Dr. Polifroni.
Academic integrity policy

Be advised: I am in my fifth year with COAM. Yes i sit on hearing panels. I assure you, you want to avoid this process!

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State’s academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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/.

Other sources of information on academic misconduct (integrity) to which you can refer include:
Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may
lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (osu.edu/canvas-accessibility)
- Streaming audio and video
• CarmenZoom accessibility [osu.edu/zoom-accessibility](osu.edu/zoom-accessibility)
• Collaborative course tools