Employee Selection (5326-001)

The University of Texas at Arlington – Spring 2026

Instructor: Michelle Martín-Raugh	**Class Meetings:**
Office: SWSH 404C	Tuesdays 11:00 - 1:50
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Office Hours: By appointment	

Required Textbook:

Gatewood, R. D., Murray, B. R., & Feild, H. S. (2019). *Human Resource Selection 9*th edition. [ISBN 13: 9780999554753]

Course Objectives & Student Learning Outcomes

This course will focus on theoretical and empirical research in the "I" or "Industrial" side of I/O psychology and the practical implications of this research. The "I" (Industrial) focuses on the human resource functions of analyzing jobs as well as on appraising, selecting, placing, and training workers. Students will use the *Scientist-Practitioner Model* in I/O psychology that emphasizes the dual role of I/O psychologists as both scientists and practitioners. Students will engage in the scientific research process by reading, questioning, and thoroughly understanding empirical, peer-reviewed research in I/O Psychology as well as practical application through the development of tools used for analyzing jobs, measuring job performance, and predicting job candidates' success. It is my hope that this course will pique your interest in employee selection – knowledge you can take with you into whatever career you pursue. More specifically, it is my hope that you achieve the following outcomes in this course:

- Learn the material presented in lecture and in the textbook, including current theories and paradigms, research and research findings, prominent researchers in the field.
- Understand career opportunities related to research and practice in the field of employee selection.
- Gain experience developing some of the tools and methods I/O psychologists use, including job analysis, structured interviews, situational judgment tests (SJTs), and behaviorally anchored rating scales (BARS).
  - Learn how AI can help you develop better tools and where AI falls short of human judgment.
- Develop skills that will be applicable outside of the classroom environment (e.g., critical thinking, data analysis, writing, cooperative group work, public speaking, using AI effectively and responsibly).

Attendance Policy & Participation

Your presence in class and your active participation are essential aspects of this course. If you are unable to attend the scheduled lecture times, you should drop the course. You must have completed all reading assignments for a particular topic *before* we discuss the topic in class. This will allow you to get the most out of the course and give you the chance to clarify issues you may have found confusing in the readings.

In class, you should be prepared to discuss the ideas and concepts from the assigned readings, ask questions, and to effortfully engage in the activities we will conduct in class.

We will not have time to cover all of the material from the textbook and additional readings in class, but you are still required to know the material from the readings for all exams.

Exams (30%)

There will be one midterm (15%) and a final exam (15%) for this course (see Course Schedule). Each exam must be completed during class time the day it is scheduled. Exams will be 50 multiple choice and/or true or false questions. Once the exam is started, you will have 90 minutes to finish. You CANNOT communicate with other people during the exam. You are not allowed to consult materials, the internet, make use of AI-based technologies, or consult your classmates when answering questions.

I/O Practitioner Tool Development (35%)

We will develop three different tools practitioners commonly use in the field of I/O Psychology throughout this course, all relying on critical incidents that we will collect at the beginning of the course. Much of the work done to develop the tools will be carried out in class, and will be guided by the instructor and informed by input from your classmates. Some days we will engage in group work (e.g., soliciting feedback, conducting analyses) and some days work will be executed individually. Each of the tools will require that you submit all of the materials you used to develop each tool (e.g., critical incidents, ratings, data, analyses, etc.) along with the final product (i.e., the finished tool) through Canvas (**each worth 10% of final course grade**). Additionally, at the end of the semester, you will also do a brief presentation covering your tools and the development process to the class, as indicated in the course schedule (**5% of final course grade**). Additional details regarding each of the four tools and the components required will be posted on Canvas. The three tools that we will develop include:

- Job Analysis (10% of final course grade)
- Structured Interview & Associated Behaviorally Anchored Rating Scale (BARS) (10% of final course grade)
- Situational Judgment Test (SJT; 10% of final course grade)

Employee Selection Research (30%)

Written Manuscript of Research Study Proposal (15%): Students will *propose* their own research study related to Employee Selection. Each student will write a manuscript

describing an empirical research study they propose. The manuscript will conform to APA style (7th edition) and will cover an introduction covering the relevant empirical literature, hypotheses or research questions, a proposed method section, an anticipated results section, and a discussion section that includes practical implications, limitations, and potential avenues for future research.

If you choose to consult AI in writing your proposal, you should describe within a footnote each and every place you used AI and how you used it. Using verbatim text generated through AI-based tools is not permitted and will be treated as academic plagiarism. If you are unsure about whether you are using AI in a way that is permissible, please reach out to the instructor.

Oral Presentation of Research Project (5%): Each student will give a formal presentation at the end of the semester proposing their research study. The presentation should last approximately 10 minutes and should include background information, proposed methods, anticipated results, and a discussion. There will also be 3-5 minutes for answering questions from the class and instructor.

Discussions Based on Articles (15%):
Most weeks you will be asked to read articles to facilitate learning, reflection, and discussion on a particular topic prior to coming to class, and will be asked to generate discussion questions for the class to guide our discussion at the start of each class. Discussion questions should be posted using the discussion post tool on Canvas. **You must post 3 engaging questions PER ARTICLE by midnight the *SUNDAY before* the start of each class (5%).** Discussion questions should be aimed at stimulating scholarly discussion pertaining to the articles assigned rather than to the material covered in the textbook. Posts should only be as long as necessary to provide adequate context info for other class members to get the point. Be sure to provide enough context to ensure the class can interpret the meaning of your question. Even if you are absent for class, you are required to submit questions based on the readings by the deadlines; failure to do so will result in loss of points from your overall grade.

Students are expected to participate in class actively. This active discussion is to increase critical thinking skills and should promote thoughtful dialogue among students in the classroom. The purpose of the online discussion posts is to facilitate classroom discussion. Participation in discussion will be assessed through your active questioning and the involvement in discussion during presentation of target articles. The presenter may provide some talking points and it is your job to actively participate in those discussions. While the presenter is there to facilitate discussion, this is a group discussion so everyone should feel free to ask and answer questions. **To get credit for class participation in the discussion you must make *three or more* substantive comments during the discussion (5%).** This can be a question directly to the presenter(s), replying to another student asking a question, an interesting thought or comment that you had while reading the paper, etc. **You can drop one day of article discussion comments, with the exception of the day you are presenting an article or leading the discussion.**

Each week, one or more of you will be designated to present the particular assigned article(s) for the week and as the discussion leader (5%). We will assign discussion leaders at the beginning of the course, as the number of people leading each class discussion will depend on the number of people enrolled in the course. Class discussion leaders should decide which questions to focus on, and in what order, to provide an interesting and engaging discussion of the readings and material. Not being present for class the day you are assigned

as discussion leader will result in an automatic 5% point reduction in your overall grade for the course; if you have an extenuating circumstance preventing you from attending class on the day you are designated as a discussion leader we can schedule a make-up day, provided there is enough time left in the course.

One or two students will be paired to give a Powerpoint presentation of the target article(s) and related research, as well as facilitate discussion among other students in the class. The total discussion should last approximately 1 hour and 15 minutes in total. However, the Powerpoint presentation by the students should last only **15 minutes**. The remaining hour will be spent answering questions regarding the presentation and facilitating discussion among the students in the classroom using the discussion questions students posted online in Canvas. The specific presentation dates will be posted on the tentative schedule of presentations. Each student will present research articles at least once during the semester.

Final papers are due by <u>11:59PM on Thursday, 04/17/25</u> (submit on Canvas).

Group Presentation **(5%)**
Along with your paper, your group will prepare a brief oral presentation to be presented to your colleagues on the dates indicated in the class schedule (order to be determined). Grading criteria for the presentation are clarity of presentation and ability to answer questions from the audience. Class members are expected to provide feedback and to ask questions during the presentations. The number of groups will determine the maximum amount of time for the presentations. I suggest you focus your presentation on a few key points (10 – 15 slides).

Late Assignments and Missing Exams

Assignments started in class, as noted in the course schedule within this syllabus, are due in completed form the day noted on the syllabus by the beginning of class time that day. Non-completion of any assignment or exam by the specified date will result in a score of **zero** for that portion of your grade. Written portions of assignments/projects will lose 20 percentage points for every day that they are late. Presentations of projects must be delivered the day indicated on the syllabus; failure to present in class that day will result in a score of **zero** for the presentation portion of the project. If you know in advance you need to present a different day due to a foreseen absence, you must let the instructor know at least two weeks before the scheduled presentation day to schedule an alternate presentation time. When submitting an assignment in Canvas, make sure that you receive a confirmation indicating your assignment was submitted successfully. If you experience technical difficulties with the Canvas system, email your assignment to the instructor as an attachment before the deadline to receive full credit. Technical difficulties are not a valid excuse for submitting an assignment late.

Make-up assignments and exams are offered only when the student can provide written evidence of a university-related excuse or other unforeseen and exceptional circumstances. If for any reason you need to reschedule an exam, please provide two weeks' notice and obtain consent from the instructor. Rescheduled exams must be completed within one week of the initial exam date; otherwise, you will receive a score of **zero** for that exam. All exams will be rescheduled at the convenience of the instructor.

Academic Misconduct

All students are subject to the institution's academic integrity policies. At the instructor's discretion, students who are suspected of cheating or plagiarism may be reported to the Office of the Dean of Students and may receive a zero for the assignment and/or a failing grade for the course.

Sharing Course Materials

You are not allowed to post materials from this course on the Internet (with the exception of Canvas submissions) or share course materials with anyone outside of this class (including other cohorts). This policy helps protect the integrity of the resources developed for this class and ensures an equal playing field for all students in future cohorts.

Grade Breakdown

This course is graded on an absolute scale. Grading will be based on the following components and their respective contributions toward your final grade.

Please use the following [form](#) to file a grade grievance with the department, if you have one. **Note:** Do not necessarily rely on percentages and letter grades provided in Canvas. Those are largely out of my control and may not reflect all calculations.

	% Total Grade
Midterm Exam	15%
Final Exam	15%
Job Analysis Write-Up	10%
SJT Write-Up	10%
Structured Interview & BARS Write-Up	10%
I/O Practitioner Tool Presentation	5%
Discussion Questions and In-Class Comments Based on Readings	10%
Employee Selection Research Proposal	15%
Employee Selection Research Proposal Presentation	5%
Leading Article Presentation & Discussion	5%

Final letter grades will be assigned on an absolute scale, shown below:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	F

Course Schedule

This schedule will be followed as closely as possible, but is subject to change. Changes in assignments, readings and/or topics will be announced as far in advance as possible. Readings are due the day they are listed in the schedule. Assignments will be started in class they day they are listed in the syllabus and will be due on Canvas before the beginning of the following class.

Week	Date	Topic & Readings to be Completed by Start of Class	Assignment/Activity
1	1-13	Course Overview/Introductions/Critical Incidents (Ch. 1)	Lecture & Begin Critical Incident Collection – Identify job, SMEs and protocol – **Discuss plan with instructor and obtain approval**
2	1-20	**NO IN-PERSON CLASS TODAY!**	**Work with your practitioner tool group to collect your critical incidents from SMEs** **Identify your research project group and begin planning your project; come to class 1/27 with an outline of your project to pitch (include rationale/novelty of study, hypotheses, and research design)**
3	1-27	Job Analysis/Legal Issues (Ch. 3, Ch. 4)	Presentation & Article Discussion Guest Lecture: Patrick Rolwes Continue collecting incidents (if needed); edit incidents already collected; prepare SME rating Excel sheet using template on Canvas **Discuss Research Proposal Project Idea with Instructor & Obtain Approval**
4	2-3	Models of Job Performance/CWBs (Ch. 2, Ch. 14)	Article Discussion & Presentation Lecture Continue editing incidents and preparing incidents to be rated by SMEs Have incidents rated by at least 3 SMEs – **RATINGS DUE NEXT CLASS**

| 5 | 2-10 | Measurement/Reliability (Ch. 6, Ch. 7)

CI SME ratings due | Article Discussion & Presentation

Lecture

Begin analyzing CI ratings |
| 6 | 2-17 | The Employment Interview (Ch. 10)

Job Analyses Due at start of class | Article Discussion & Presentation

Lecture

Begin building structured interview questions & BARS |
| 7 | 2-24 | Personality (Ch. 12)

*Turn in 3-page outline of research proposal project to receive feedback from instructor (5 points extra credit on Research Proposal Project) | Article Discussion & Presentation

Guest Lecture: Possibly Jacob Seybert (Roblox)

Continue refining Interview Questions and BARS – get feedback from classmates |
| 8 | 3-3 | SJTs/Other Predictors (simulations, ACs) (Ch. 13)

Structured Interview & BARS due | Article Discussion & Presentation

Lecture

Begin building SJT stems |
| 9 | 3-10 | **SPRING BREAK** | |
| 10 | 3-17 | **MIDTERM EXAM** | |
| 11 | 3-24 | Ability (Ch. 11) | Article Discussion & Presentation

Guest Lecture: Possibly Harrison Kell (HumRRO)

Build SJT response options |
| 12 | 3-31 | Validity/Biodata (Ch. 8, Ch. 9) | Article Discussion & Presentation

Lecture

Have response options rated; build scoring keys |
| 13 | 4-7 | Cut Scores/Decision-Making (Ch. 15)

SJT and Scoring Key due | Article Discussion & Presentation

Guest Lecture: Rico Brooks (Penn State University)

Check-in about research proposal projects |
| 14 | 4-14 | **Practitioner Tool Presentations Due** | ***NO Article Discussion & Presentation**

Practitioner Tool Presentations |

15	4-21	**Research Proposal Due** **Research Presentations**	***NO Article Discussion & Presentation**
16	4-28	**FINAL EXAM**	

Institutional Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Face Covering Policy

The use of face coverings on campus is no longer mandatory. If a student needs accommodations to ensure social distancing in the classroom due to being at high risk they are encouraged to work directly with the Student Access and Resource Center to assist in these accommodations. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk or in their department.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy:

Class attendance is mandatory, and I take attendance at the beginning of every class. Advanced notice is required when missing class whenever possible. If you miss a class, you will have until the end of the following class period to make up missed assignments. Discussion questions based on the readings will be due at the beginning of each class period as noted in the course schedule, regardless of whether you attend class or not. You may skip or drop the submission of questions once, for instance, if you miss class one day. However, makeup opportunities for missing exams and group presentations are only available under extreme circumstances.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to verify Federal Student Aid recipients' attendance in courses. UT Arlington instructors should be prepared to report the last date of

attendance as part of the final grading process. Specifically, when assigning a student a grade of F, faculty must report the last date a student attended their class based on evidence of academic engagement such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Distance education courses require regular and substantive online interaction and participation. Students must participate in online course activities to demonstrate attendance; logging into an online class is not sufficient by itself to demonstrate attendance.

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which can be found on a map posted in the classroom. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.

Librarian to Contact

Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number 817-272-3381.

Library Information

Research or General Library Help

Ask for Help
- [Academic Plaza Consultation Services](library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
- [Ask Us](ask.uta.edu/) (ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach) (http://libguides.uta.edu/researchcoach)

Resources
- [Library Tutorials](library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](libguides.uta.edu) (libguides.uta.edu)
- [Librarians by Subject](library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](openroom.uta.edu/) (openroom.uta.edu/)

READING LIST

WEEK 1: *No discussion questions due

Flanagan, J. C. (1954). The critical incident technique. *Psychological Bulletin*, *51*(4), 1-33.

WEEK 2: NO READINGS – NO IN-PERSON CLASS

WEEK 3:

Putka, D. J., Oswald, F. L., Landers, R. N., Beatty, A. S., McCloy, R. A., & Yu, M. C. (2023). Evaluating a natural language processing approach to estimating KSA and interest job analysis ratings. *Journal of Business and Psychology,* 38, 385–410.

DuVernet, A. M., Dierdorff, E. C., & Wilson, M. A. (2015). Exploring factors that influence work analysis data: A meta-analysis of design choices, purposes, and organizational context. *Journal of Applied Psychology*, *100*(5), 1603-1631.

Hoffman, C. C., & III, G. C. T. (1997). Examining selection utility where competing predictors differ in adverse impact. *Personnel Psychology*, *50*(2), 455-470.

WEEK 4:

Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, *10*(2), 99-109.

Rotundo, M. & Sackett, P.R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy capturing approach. *Journal of Applied Psychology, 87*, 66-80.

Campbell, J.P., McCloy, R.A., Oppler, S.H., Sager, C.E. (1993). *A theory of performance*. Schmitt & Borman, pp. 35–70.

WEEK 5:

Sackett, P. R., Zhang, C., Berry, C. M., & Lievens, F. (2022). Revisiting meta-analytic estimates of validity in personnel selection: Addressing systematic overcorrection for restriction of range. *Journal

of Applied Psychology, 107(11), 2040–2068.

Cortina, J. M., Sheng, Z., Keener, S. K., Keeler, K. R., Grubb, L. K., Schmitt, N., Tonidandel, S., Summerville, K. M., Heggestad, E. D., & Banks, G. C. (2020). From Alpha to Omega and Beyond! A Look at the Past, Present, and (Possible) Future of Psychometric Soundness in the Journal of Applied Psychology. *Journal of Applied Psychology.*

Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, *1*(1), 104-121.

WEEK 6:

Hickman, L., Bosch, N., Ng, V., Saef, R., Tay, L., & Woo, S. E. (2022). Automated video interview personality assessments: Reliability, validity, and generalizability investigations. *Journal of Applied Psychology, 107*(8), 1323–1351.

Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, *67*(1), 241-293.

Martín-Raugh, M., Kell, H. J., Randall, J. G., Anguiano-Carrasco, C., & Banfi, J. T. (2023). Speaking without words: A meta-analysis of over 70 years of research on the power of nonverbal cues in job interviews. *Journal of Organizational Behavior, 44(1),* 132-156.

WEEK 7:

Hickman, L., Tay, L., & Woo, S. E. (2019). Validity evidence for off-the-shelf language-based personality assessment using video interviews: Convergent and discriminant relationships with self and observer ratings. *Personnel Assessment and Decisions*, *5*(3), 3.

Cao, M., & Drasgow, F. (2019). Does forcing reduce faking? A meta-analytic review of forced-choice personality measures in high-stakes situations. *Journal of Applied Psychology*, *104*(11), 1347.

Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: a meta-analysis. *Personnel Psychology*, *44*(1), 1-26.

WEEK 8:

Motowidlo, S. J., Dunnette, M. D., & Carter, G. W. (1990). An alternative selection procedure: The low-fidelity simulation. *Journal of Applied Psychology*, *75*(6), 640-647.

Lievens, F., Peeters, H., & Schollaert, E. (2008). Situational judgment tests: A review of recent research. *Personnel Review*, *37*(4), 426-441.

Martín-Raugh, M. P., Gallegos, E. A., Smith, K. M., Brooks, R. R., & Kell, H. J. (2025). The Validity of Single-Response Situational Judgment Tests: A Nomological Network Meta-Analysis. *International Journal of Selection and Assessment*, *33*(4), e70025.

WEEK 9:

NO READINGS

WEEK 10:

NO READINGS

WEEK 11:

Nye, C.D., Ma, J. & Wee, S. (2022). Cognitive ability and job performance: Meta-analytic evidence for the validity of narrow cognitive abilities. *Journal of Business and Psychology, 37*, 1119–1139.

Sackett, P. R., Demeke, S., Bazian, I. M., Griebie, A. M., Priest, R., & Kuncel, N. R. (2023, December 7). A Contemporary Look at the Relationship Between General Cognitive Ability and Job Performance. *Journal of Applied Psychology.* Advance online publication. https://dx.doi.org/10.1037/apl0001159

Van Iddekinge, C. H., Lievens, F., & Sackett, P. R. (2023). Personnel selection: A review of ways to maximize validity, diversity, and the applicant experience. *Personnel Psychology, 76*(2), 651-686.

WEEK 12:

Speer, A. B., Tenbrink, A. P., Wegmeyer, L. J., Sendra, C. C., Shihadeh, M., & Kaur, S. (2021). Meta-analysis of biodata in employment settings: Providing clarity to criterion and construct-related validity estimates. *Journal of Applied Psychology, 107(10),* 1678-1705.

Roulin, N, & Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties and assessment approach. *Personnel Psychology*, *72*, 187–211.

Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, *50*(9), 741-749.

WEEK 13:

Truxillo, D. M., Donahue, L. M., & Sulzer, J. L. (1996). Setting cutoff scores for personnel selection tests: Issues. Illustrations, and recommendations. *Human Performance*, *9*(3), 275-295.

Strah, N., & Rupp, D. E. (2022). Are there cracks in our foundation? An integrative review of diversity issues in job analysis. *Journal of Applied Psychology*, *107*(7), 1031-1-51.

WEEK 14:

NO READINGS

WEEK 15:

NO READINGS

WEEK 16:

NO READINGS