Personnel Selection and Assessment, Interviewing and Observation-Organizations

Department of Applied Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring and 2024

18:829:521:90 Personnel Selection - Interviewing and Observation-Organizations
Credits: 3

Level: Graduate
Tuesdays 3:35-6:05PM ONLINE/Hybrid
SMH 219
Join Zoom Meeting
https://ghsmart.zoom.us/j/83335729327?pwd=TVQxUzJuTTY4YitWYi9DdmJBckI4dz09

Meeting ID: 833 3572 9327
Passcode: 811757

Instructor: Thor Mann, Psy.D.
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Phone:718-490-6077
E-mail: thortmann@gmail.com
Office Hours: by appointment
The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of:

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing

services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values: We are guided by four core values that are apparent in our learning environment, centers, and clinics:

- **Academic excellence** in preparing students for careers in clinical and school psychology.
- Commitment to **social justice** and helping **underserved populations**.
- **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
- **Knowledge generation and dissemination** using contemporary research approaches.

Applied Psychology Statement: The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

Course Description

Skills of observation and interviewing within an organizational context. How phenomena of organizational life can influence how procedures are carried out and kinds of information they provide. Introduces nature of fieldwork, theory of role relations in organizations, and how to work with one`s subjective experiences in fieldwork.

Course Overview

The primary purpose of the course is to provide students with an opportunity to learn the skills of observation and interviewing as key methods in doing psychological work with organizations. In practice, the two methods are closely linked. Rarely does observation occur without some form of interviewing as part of the process. Virtually never does interviewing occur without concurrent opportunities for observation. Both procedures can be utilized in relatively unstructured and structured formats. The course will address both forms.

It is significant when observation and interviewing consciously occur within organizations. As a result, the phenomena of organizational life (i.e., gaining entry, dealing with authority dynamics, understanding roles, being on someone else's turf, etc.) will influence how the procedures are carried out and what kinds of information they will provide. The notions of observing and interviewing within organizational contexts imply not only executing skills that might be employed in a variety of settings (i.e., doing psychotherapy, selecting job candidates, watching group meetings, etc.) but also shaping those organizational conditions so that the procedures can be carried out effectively and ethically under the kinds of "normal" circumstances characteristic of the organizations.

Objectives for the course:

- Learn the skills of observation and interviewing as key methods in doing psychological work with organizations.
- Introduce students to the nature of field work with organizations.
- Teach students about the theory of role relations in organizations.
- Help students learn how to work with their own subjective experiences while carrying out field work with organizations.
- Provide students with a sense of history about organizational studies.
- Assist students in developing an appreciation for philosophical considerations in methodology.
- Aid students in developing and appreciation for the interdependence among method, data, theory, and values in professional psychology.

Assignments and Evaluation Method:

Unstructured Interview:

In order to provide an initial opportunity for students to practice and to reflect on their experience, each class member is asked to submit a 45 – 60 minute video of an unstructured interview accompanied by a reflective commentary on their work. The interviewee may be a class member or someone outside the course. Interview procedures should follow those described by Whyte (1984) pages 99 – 100. To the extent possible, the interviewer should employ all of the six procedures at least once during the interview. The commentary should report how often each procedure was used and give an account of the interviewer's subjective experiences in conducting the interview and in listening to the tape. The commentary should also be attentive to how the interviewer supports and impedes the interviewee's expression of his or her views and should include exact quotations of specific behaviors taken from the tape. An

approximate length for the commentary is 10 pages. The video and commentary are due no later than **5pm on Monday, February 26, 2024.**

Role Analysis:

At the center of the course activities is a written 15-20 page role analysis of an organization member to be prepared by each member of the class. Each student is to find a person who is willing to cooperate in a study of her or him in an organizational role. All students should confirm the willingness of their people to participate in the role analysis with a letter of agreement signed by both parties. A copy of the letter should be submitted to the instructor no later than **Tuesday, February 13, 2024.**

In conducting the study, the student is to employ unstructured and structured observation as well as unstructured and structured interviewing. Following from role theory, data should be obtained from the focal person and from the role senders to that person. As much as possible the study should be **non-evaluative**. That is, the objective is to portray accurately what it is like behaviorally and experientially for the focal person to hold the role she or he occupies. The writer should **not** say what in her or his opinion the focal person does well or poorly, or what the person might do to improve. The role analysis should be prepared in such a way that the focal person finds the report to be an empathic account of what the role is like for her or him. If done well, the report will result in the focal person feeling understood on her or his own terms and perhaps, having new insight about herself or himself in role. In sum, the client should get empathy and insight from participation but not assessment or advice.

A more detailed account of this assignment is attached at the end of this syllabus. Either the report turned in for class or an edited version of that report should be given to the focal person following an oral face to face presentation of the equivalent material and time allowed for a discussion with the person of their reactions to the role analysis. The final paper is due no later than **Thursday, May 2, 2024, at 5pm**.

Weekly readings – Each week there will be a set of readings that students will be asked to complete in preparation for each class.

Reaction papers to readings – Students are also asked to prepare a brief reaction paper of one typed double-spaced page to be turned in before class on Canvas. The purpose of this assignment is to help the students think about an aspect of the readings that was of special interest. The reasons for selecting a particular topic may vary depending on the relevance, agreement, disagreement or even whether a particular reading was found to be confusing. It is also meant as a vehicle to facilitate class discussion. Each student should also prepare three questions to bring to the class discussion.

Other assignments – Students may be required to complete other specific activities.

Class participation – Students are expected to actively contribute to class discussions, leaving cameras on, etc. Students own a role in making this the most valuable use of time for them that it can be.

Supervision – Students are encouraged to utilize the time set aside in class to discuss their projects and meet with the instructor privately as needed.

Core Texts:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed., Text)*. Washington, DC: Author.

Emerson, R. M., Fretz, R.I. & Shaw, L. L. (2011). Writing ethnographic fieldnotes. Chicago,

IL: University of Chicago Press.

 The Social Psychology of Organizations

Textbook: Social Psychology and Organizations (Organization and Management Series)

Lofland, J. & Lofland, L. H. (1995). Analyzing Social Settings: A guide to qualitative

observation and analysis. (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

 Contemporary Field Research : Perspectives and Formulations

Analyzing Social Settings: A Guide To Qualitative Observation And Analysis 4Th Ed. Paperback – January 1, 2006

by John Lofland (Author), David Snow (Author)

Whyte, W. F. & Whyte, K. K. (1984). Learning from the field: A guide from experience.

Beverly Hills, CA: Sage Publications

 Methodological and Ontological Principles of Observation and Analysis: Following and Analyzing Things and Beings in Our Everyday World (Routledge Studies ... Organization, and Organizing) 1st Edition, Kindle Edition

 Topics and Reading Assignments

(tentative listing - subject to change)

Week 1 – January 16

Introduce the course and basic concepts relating data, measurement, theory, concepts and values.

Campbell, D. T. & Fiske, D. W. (1959). Convergent & discriminant validation by the multi-trait multi-method matrix. In E. Samuel Overman (1988) (editor). Methodology and epistemology for social science. Chicago, IL: University of Chicago, 37-61.

Becker, H. S. (1968). Problems on inference and proof in participant observation. American Sociological Review, 23, 652-660.

https://www.taylorfrancis.com/books/edit/10.4324/9781315129983/sociological-work-fanny-ginor   75-81

Gold, R. L. (1958). Roles in sociological field observation. Social Forces, 36, 217-223.

Lofland, pages 1-8

Emerson, pages 1-16, 211-216

Week 2 – January 23

Unstructured Interview and Unstructured Observation – Lecture & demonstration on unstructured interview techniques

Whyte, pages 9-22, 83-127

Lofland, pages 9-65

Week 3 – January 30

Unstructured Interview and Observation continued – Observe and reflect upon tape of unstructured interview. Practice unstructured observation and jottings

Whyte, pages 23-82, 153-161

Lofland, pages 78-98

Emerson, pages 17-65, 142-168

Unstructured Interview: Students will be randomly paired with a peer and construct an unstructured interview for approximately 20-30mins regarding any topic they want. From there, they will tell the class what they learned about their peer.

Week 4 - February 6

Unstructured Interview and Observation continued

Present, read and discuss jottings and writings of interview video tapes

Writing due for this session: Write up your jottings and notes from the tape viewing and circulate copies to all class members and the instructor.

Updates on field projects

Letter of agreement for Role Analysis Project due

Week 5 – February 13

Role Theory & Research

Katz, D. Kahn, R. L. (1978). The taking of organizational roles. In The social psychology of organizations. Englewood Cliffs, NJ: Prentice Hall, 185-221.

Wiedman, C. (2023). Physical therapists' professional role identity in the clinician to leader transition. *Leadership in Health Services*, *36*(3), 418-433.

'Role' and 'Position': Job Expectations and Practices

Levinson, D. J. (1959). Role, personality and social structure in the organizational setting, Journal of Abnormal and Social Psychology, 58, 170-180.

Mintzberg, H. (1973). The nature of managerial work. New York: Harper & Row, 28-131.

Lieberman, S. (1950). The Effects of Changes in Roles on the Attitudes of Role Occupants, Human Relations, 9, 385-403.

Week 6 – February 20

Role Theory & Research continued

Unstructured Interview and Paper Due

Anglin, A. H., Kincaid, P. A., Short, J. C., & Allen, D. G. (2022). Role theory perspectives: Past, present, and future applications of role theories in management research. *Journal of Management*, *48*(6), 1469-1502.

Church, A. H., Rotolo, C. T., Margulies, A., Del Giudice, M. J., Ginther, N. M., Levine, R., ... & Tuller, M. D. (2015). The role of personality in organization development: A multi-level framework for applying personality to individual, team, and organizational change. In *Research in organizational change and development* (pp. 91-166). Emerald Group Publishing Limited.

Kahn, W. A. (1990). Psychological conditions of personal engagement & disengagement at work. Academy of Management Journal, 33, 692-724.

Kahn, W. A. (1992). To be fully there: Psychological presence at work, Human Relations, 45, 321-349.

The interactive effects of conscientiousness, work effort, and psychological climate on job performance

[Does team orientation matter? Linking work engagement and relational psychological contract with performance](#)

Hodgson, R. C., Levinson, D. J. & Zaleznik, A. (1965). The executive role constellation: An analysis of personality and role relations in management. Boston, MA: Harvard Graduate School of Business Administration. pp. 1-78.

Week 7 – February 27

Role Theory & Research continued

[The Active Participant-Observer: Applying Social Role Analysis to Participant Observation](#)

Zurcher, L. A. (1983). Resolving role marginality: An indigenous leader in a poverty program. In L.A. Zurcher (Ed.). Social roles: Conformity, conflict & creativity. Beverly Hills, CA: Sage Publications. pp. 185-210

Kram, K. E. & McCollom Hampton, M. (1998). When women lead. In E.B. Klein, F. Gabelnick, & P. Herr (Eds.). The psychodynamics of leadership. Madison, CT: Psychosocial Press, pp 193-218.

Bayes, M. and Newton, P. M. (1985). Women in authority: A sociopsychological analysis, In A. D. Coleman & M. H. Geller (Eds.). Group Relations Reader 2. Washington, DC: A. K. Rice Institute, pp. 309-322

Alderfer, C. P. (1987). An Intergroup perspective on group dynamics. In J Lorsch (Ed.). Handbook of organizational behavior. Englewood Cliffs, NJ: Prentice Hall, pp 190-220.

[Can Positive Employees Help Positive Organizational Change? Impact of Psychological Capital and Emotions on Relevant Attitudes and Behaviors](#)

[Women and Leadership: Selection, Development, Leadership Style, and Performance](#)

[Understanding Workplace Empowerment as Inclusion: A Historical Investigation of the Discourse of Difference in the United States](#)

['You have to keep your head on your shoulders': A systems psychodynamic perspective on women leaders](#)

Week 8 – March 5

Combining Data from Unstructured interviewing & Observation

Emerson, pages 65-107

Whyte, pages 225-261

Lofland, review pages 66-98

Students will have the opportunity to observe an unstructured interaction within their organization (staff meetings, work interaction, etc.) Student will take notes on what they are observing and apply the knowledge gained from the text. This would a 1-2 page assignment with share-out to the class.

SPRING BREAK

Week 9 – March 19

Self Awareness & Use of Self

Argyris, C. (1952). Diagnosing defenses against the outsider. Journal of Social Issues, 8, 24-34.

Kram, K. (1985). On the researchers group memberships. In D. N. Berg & K. K. Smith (Eds.). The Self in Social Inquiry. Beverly Hills, CA: Sage Publications. p. 247-265.

Whyte, pages 163-223

Alderfer, C. P. (1985). Taking ourselves seriously as researchers. In D. N. Berg & K. K. Smith (Eds.). The Self in Social Inquiry. Beverly Hills, CA: Sage Publications. p. 35-70.

Week 10 – March 26 *(Student-led Instruction)*

Students will be pair with each other and choose an article that they would like to present to the class and teach the class what they learned in the article they have chosen. They will not be limited to these articles; additional resources can be used to further explain their summary. This can be presentation format and not a paper.

Self Awareness & Use of Self continued

Hyman, H. H., Cobb, W. J., Feldman, J.J., & Stember, C. H., (1954). Respondent reaction in the interview situation, In Interviewing in Social Research. Chicago, IL: University of Chicago, 138-170.

Hirschhorn, L. (1985). The Psychodynamics of taking the role, In A.D. Colman & M.H. Geller (eds.) Group Relations Reader 2. Washington DC: A.K. Rice Institute, 335-351.

Kahn, W.A., (1993). Facilitating and Undermining Organizational Change, Journal of Applied Behavioral Science, 29, 32-55.

Smith, K. K. & Zane, N. (1999). Organizational reflections: Parallel processes at work in a dual consultation. Journal of Applied Behavioral Science, 35, 145-162.

Week 11 – April 2

Structured Interview

Kahn, R. L. & Cannell, C. F. (1965). Motivating respondents, setting objectives, designing questions and probing to meet objectives. In <u>The dynamics of interviewing</u>. New York: Wiley, p 65-165, 203-232.

Cannell, C. F., & Kahn, R. L. (1968). Interviewing. In G. Lindzey & E. Aronson (Eds.). <u>Handbook of Social Psychology, Second Edition, Volume 2</u>. Reading, MA: Addison-Wesley, MA, 526-595.

Lofland, skim 99-122, read 123-148.

Structured Interview Role Play-Students will get a topic and come up with at least 5 questions to interview their peer. Students will be paired and placed into breakout rooms based on the topic and will approximately 20-30 mins to interview each other and come back to the main room and state a couple of things they learned about their peer based on the interview.

Week 12 – April 9

Structured Observation

Mintzberg, H. (1973). Methods and results. In <u>The Nature of Managerial Work</u>. New York, NY: Wiley 221-277.

Alderfer, C. P. & Lodahl, T.M. (1971). A quasi-experiment on the use of experiential methods in the classroom. <u>Journal of Applied Behavioral Science</u>. 7. 43-69.

Webb, E.J., Campbell, D.T., Schwartz, R.D, & Seahrest, L. (1966). <u>Unobtrusive measures: Nonreactive research in the Social Sciences</u>. Chicago, IL: Rand-McNally, 1-35, 53-87,112-141 (read selectively).

Weick, K. E. (1968). Systematic Observational Methods, In G. Lindzey & E. Aronson (Eds.). <u>Handbook of Social Psychology, Second Edition, Volume 2</u>. Reading, MA: Addison Wesley, 357-451 (read selectively).

Week 13 – April 16

(Student-led Instruction)

Students will be pair with each other and choose an article that they would like to present to the class and teach the class what they learned in the article they have chosen. They will not be limited to these articles, additional resources can be used to further explain their summary. This can be presentation format and not a paper.

Combining Data from Multiple Sources & Report Writing

Emerson, 108-141, 169-216

Lofland, 179-229

Whyte, 163-223

Roethlisberger, F. J. & Dickson, W. J. (1939). The bank wiring room. In <u>Management and the worker</u>. New York, NY: Wiley. 379-524 Review.

Hamel, A., A Portrait of Youthful Leadership; Marshall, A., The Principal as Orchestra Conductor; Sternberg, J., Helping Peacocks to Show Their Feathers; and Connelly, P., Case Study of an Assistant Director of Special Education (1992). <u>Journal of Applied Behavioral Science</u>, 28, 224-275.

Week 14 – April 23

Applications of Role Analysis

London, M. & Smither, J. W. (1995) Can multi-source feedback change perceptions of goal accomplishment, self-evaluations, and performance related outcomes? Theory based applications and directions for research. <u>Personnel Psychology</u>, 48, 803-839.

Kranz, J. & Maltz, M. (1997). A framework for consulting or organizational role. <u>Consulting Psychology Journal</u>. 49 (2), 137-151.

Orenstein, R. L. (2002). Executive coaching: It's not just about the executive. <u>Journal of Applied Behavioral Science</u>, 38, 355-374.

Group Interviews

Merton, R.K., Fiske, M., & Kendall, P.L. (1990). The group interview. <u>The Focused Interview</u> (2ndedition), New York, NY: Free Press 135-167.

Krueger, R. A. (1988). Groups and focus groups; The process of conducting focus groups. <u>Focus groups: A practical guide for applied research</u>, Beverly Hills, CA: Sage Publications, 9-90.

Week 15 – April 30

Summary and Conclusions

Final paper due May 2.

Additional Articles

Metz, I., Kulik, C. T., Cregan, C., & Brown, M. (2017). The manager as employer agent: The role of manager personality and organizational context in psychological contracts. *Personnel Review*, *46*(1), 136-153.

Varghese, C., & Kumar, S. S. (2022). Marginality: A Critical Review of the Concept. *Review of Development and Change*, *27*(1), 23-41.

Furuta, B. S., Petrini, M. A., & Davis, A. J. (2003). Growth in a context of cultural marginality: North American nurse educators in Japan. *International Nursing Review*, *50*(3), 139-147.

Schachtel, Z. (2013). The" impossible profession" considered from a gender perspective. In *Psychoanalysis and women* (pp. 236-255). Routledge.

Datta, S., & Bhardwaj, G. (2015). Exploring the impact of gender, proportional numerical strength at workplace and gender typing of jobs on the expercienced work alienation. *Indian Journal of Health and Wellbeing*, *6*(5), 453.

Gould, L. J. (2018). Men and women at work: a group relations conference on person and role. In *Exploring Individual and Organizational Boundaries* (pp. 111-121). Routledge.

D'Espíndula, T. S., & França, B. H. S. (2016). Ethical and bioethical aspects in the research interview: the impact on subjectivity. *Revista Bioética*, *24*, 495-502.

Scott, W. R. (2013). Field Methods in the Study of Organizations1. In *Handbook of Organizations (RLE: Organizations)* (pp. 261-304). Routledge.

Bryman, A. (Ed.). (2013). *Doing research in organizations (RLE: Organizations)*. Routledge.

Cassell, C. (2015). Conducting research interviews for business and management students. SAGE Publications Ltd, https://doi.org/10.4135/9781529716726

Acocella, I., & Cataldi, S. (2021). Using focus groups. (Vols. 1-0). SAGE Publications Ltd, https://doi.org/10.4135/9781529739794

Angrosino, M. (2007). Doing ethnographic and observational research. SAGE Publications Ltd, https://doi.org/10.4135/9781849208932

Strudwick, R., (2014). Participant observation: An ethnographic study of the culture in a diagnostic imaging department. In Sage Research Methods Cases Part 1. SAGE Publications, Ltd., https://doi.org/10.4135/978144627305014537965

Class Format Recommendations

➢ Remove summary of articles. As a student, I did not find that to be beneficial.

➢ Limit the number of articles per class. I am sure you do not go over each article and this will allow students to focus on that particular article and those themes.

➢ Incorporate more role play to improve interview skills and peer review. Which is outlined throughout the syllabus.

➢ **Breakout Rooms:** After a lecture, pose 3 questions and split the class into breakout rooms where the groups can engage in conversation. This will allow everyone to speak in the group, engage, and assess if students are reading the materials, and how they can apply it to real life scenarios, if applicable. After the breakout session, each group will come to the session and share with the class.
   o ***You can go to each breakout and observe the conversations being had.**

➢ Choose an interview to watch and observe and take notes. This assignment can be done after the first video interview is shown.

➢ **Case Study**: When I took this course, you would give us real cases that you were working on at that time. Use those case studies and have the class come up with questions they think would be relevant to ask. You can do this as a class or in groups.

➢ **Participation** can be done 2 ways: One in class and the other can be on the discussion board for those who may not always feel comfortable to speak up in class. This can be done through posting a question and having students respond to the question posted.