Syllabus

Course Overview

In this course, you will gain foundational knowledge of industrial and organizational psychology and human behavior in the workplace. You will identify and examine various influences on individual and team workplace behavior. You will also explore individual differences, employee attitudes and motivation, job analysis and performance, training and development, and leadership within an organization. The work you will do in this course includes writing four short papers and taking several quizzes—all geared toward learning about your own behavior in the workplace.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Describe the factors that affect human behavior in the workplace.

2   Apply psychological principles and theories to human behavior in the workplace.

3   Analyze issues affecting employee morale and performance in the workplace.

4   Apply psychological research findings related to industrial and organizational psychology.

5   Apply psychological principles and research in industrial and organizational psychology to inform personal and professional behavior.

6   Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

PSYC1000 or PSYC1001.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Landy, F. J., & Conte, J. M. (2016). *Work in the 21st century: An introduction to industrial and organizational psychology* (5th ed.). Hoboken, NJ: Wiley. ISBN: 9781118976272.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Babcock-Roberson, M. E., & Strickland, O. J. (2010). The relationship between charismatic leadership, work engagement, and organizational citizenship behaviors. *The Journal of Psychology, 144*(3), 313–326.
- Bannon, S., Ford, K., & Meltzer, L. (2010). How to instill a strong ethical culture. *The CPA Journal, 80*(7), 56–58.
- Boyd, R. (2008). Staffing the commons: Job analysis in the context of an information commons. *Library Hi Tech, 26*(2), 232–243.
- Careers in psychology: Why study psychology?. (2015). *Psychology Today, 48*(2), 83–89.
- Cucina, J. M., Martin, N. R., Vasilopoulos, N. L., & Thibodeuax, H. F. (2012). Self-serving bias effects on job analysis ratings. *Journal of Psychology, 146*(5), 511–531.
- Foss, N. J., & Lindenberg, S. (2012). Teams, team motivation, and the theory of the firm. *Managerial and Decision Economics, 33*(5/6), 369–383.
- Furnham, A., Eracleous, A., & Chamorro-Premuzic, T. (2009). Personality, motivation and job satisfaction: Hertzberg meets the big five. *Journal of Managerial Psychology, 24*(8), 765–779.
- Goffin, R. D., Rothstein, M. G., Rieder, M. J., Poole, A., Krajewski, H.T., Powell, D. M., . . . Mestdagh, T. (2011). Choosing job-related personality traits: Developing valid personality-oriented job analysis. *Personality and Individual Differences, 51*(5), 646–651.
- Heereman, J., & Walla, P. (2011). Stress, uncertainty and decision confidence. *Applied Psychophysiology and Biofeedback, 36*(4), 273–279.
- Kalaiselvan, K. K., & Naachimuthu, K. P. (2011). A synergetic model to training and development. *Indian Journal of Industrial Relations, 47*(2), 366–379.
- Kepes, S., & McDaniel, M. A. (2013). How trustworthy is the scientific literature in industrial and organization psychology?. *Industrial and Organizational Psychology, 6*(3), 252–268.
- Salamon, S. D., & Robinson, S. L. (2008). Trust that binds: The impact of collective felt trust on organizational performance. *Journal of Applied Psychology*, *93*(3), 593–601.

- Sanz-Valle, R., Naranjo-Valencia, J. C., Jiménez-Jiménez, D., & Perez-Caballero, L. (2011). Linking organizational learning with technical innovation and organizational culture. *Journal of Knowledge Management, 15*(6), 997–1015.
- Sjöberg, S., Sjöberg, A., Näswall, K., & Sverke, M. (2012). Using individual differences to predict job performance: Correcting for direct and indirect restriction of range. *Scandinavian Journal of Psychology, 53*(4), 368–373.
- Sliter, M., Yuan, Z., & Boyd, E. M. (2013). Let's be honest: Evidence for why industrial-organizational psychology research is trustworthy. *Industrial and Organizational Psychology, 6*(3), 273–276.
- Soylu, A., & Campbell, S. S. (2012). Physical and emotional stresses of technology on employees in the workplace. *Journal of Employment Counseling, 49*(3), 130–139.
- Tuzun, I. K., & Kalemci, R. A. (2012). Organizational and supervisory support in relation to employee turnover intentions. *Journal of Managerial Psychology, 27*(5), 518–534.
- TVF International (Producer). (2006). *Seriously stressed* [Video]. Films on Demand.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (n.d.). *Careers in psychology.* Retrieved from http://www.apa.org/careers/resources/guides/careers.aspx
- Annenberg Learner. (Producer). (n.d.). *Discovering psychology: Understanding research* [Video with transcript]. Retrieved from http://www.learner.org/series/discoveringpsychology/02/e02expand.html
- HR-Software. (n.d.). 360 degree feedback. Retrieved from http://www.hr-software.net/360Degree_Feedback.htm
- HR-Survey. (n.d.). 360 feedback survey demo 1. Retrieved from http://www.hr-survey.com/sd360aq.htm
- Society for Industrial Organizational Psychology (SIOP). (n.d.). Society for Industrial Organizational Psychology (SIOP). (n.d.). Retrieved from http://www.siop.org/
- The Big Five Project. (n.d.). Personality test. Retrieved from http://www.outofservice.com/bigfive/
- United States Department of Labor Bureau of Labor Statistics. (2015). Occupational employment statistics. Retrieved from http://www.bls.gov/oes/current/oes193032.htm

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA). https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule. https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ≫ Fundamentals of I-O Psychology

Introduction

Industrial-organizational (I-O) psychology is the application of psychological principles, theory, and research to the work setting (Landy & Conte, 2016). The domain of I-O psychology also extends beyond the workplace into family, legal, and cultural settings. Your textbook provides an overview of what I-O psychologists do and I-O psychology's place among the different fields that study human behavior.

Your review of the Society for Industrial Organizational Psychology (SIOP) Web site and the American Psychological Association's Careers in Psychology Web page, along with Occupational Employment Statistics page from United States Department of Labor Bureau of Labor Statistics, will help you to learn about a career in the field of I-O psychology.

In this unit, you will consider the impact of culture on the workplace as well research a potential career in industrial-organizational psychology that may be of interest to you.

Reference

Landy, F. J., & Conte, J. M. (2016). *Work in the 21st century: An introduction to industrial and organizational psychology* (5th ed.). Hoboken, NJ: Wiley.

Learning Activities

u01s1 - Studies

Readings

Use your *Work in the 21st Century* text to read Chapter 1, "What Is Industrial and Organization Psychology?." This chapter provides a brief history of the field of I-O psychology and describes the importance of I-O psychology and its contributions to society. It also highlights multiculturalism and Hofstede's theory of cultural influence.

- View the study guide PowerPoint presentation for Chapter 1 [PPTX].

Use the Capella University Library to read the following:

- Careers in psychology: Why study psychology?. (2015). *Psychology Today, 48*(2), 83–89.

Use the Internet to complete the following:

- To prepare for the first discussion in this unit:
  - Review Society for Industrial Organizational Psychology (SIOP).
  - Review Careers in Psychology by American Psychological Association.
- To know more about employment statistics for I-O psychologists:
  - Review Occupational Employment Statistics from United States Department of Labor Bureau of Labor Statistics.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Careers in I-O Psychology

I-O psychology is a subfield within the discipline of psychology. It focuses on applying psychological principles, theory, and research to the work setting.

For this discussion, consider the different types of careers that are available for learners interested in I-O psychology or the allied fields. Visit the SIOP Web site and the Careers in Psychology page from American Psychological Association.

Then, use the Internet or the Capella library (or both) to research a career that you find interesting. Be sure your post includes the following:

- Position title (or titles).
- Position description.
- Education required.
- Special skills required.
- Your reasons for selecting this career to research.

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Comment on the issues raised in the posts and pose questions to move the discussion forward. Is there anything you could add to the learners' conclusions? You may draw on information from outside sources or your own experience in your responses.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Careers in psychology.

Society for Industrial Organizational Psychology

u01d2 - I-O Psychology and Culture

Choose a country of interest to you (other than the United States) and find a scholarly article discussing workplace behaviors in that country.

In your post, describe the workplace behaviors in your country of interest.

- How do they compare to workplace behaviors in the United States?
- How do they compare to some of your own experiences in work or in school?
- Why is this important to an I-O psychologist?

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Comment on the issues raised in the posts and pose questions to move the discussion forward. Is there anything you could add to the learners' conclusions? You may draw on information from outside sources or your own experience in your responses.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Unit 2 ➤➤ Studying I-O Psychology and Conducting Research

Introduction

I-O psychology utilizes the same research methods and techniques employed within the field of psychology and other social sciences, although it brings to the forefront some special opportunities and issues related to the workplace. These methods allow I-O psychologists (and those learning about it) to predict the effects of using different approaches and theories in the workplace. Landy and Conte (2016) point out that without knowing research, I-O psychologists and companies would continue to do the same things without recognizing the results.

Current research, including basic research and applied research, utilizes the scientific method to build and test theories. Just like other scientists, I-O researchers conceptualize a problem, collect data, analyze the data, and draw conclusions.

I-O researchers may choose to employ several research designs and a variety of methodologies. I-O researchers must consider factors related to reliability and validity. Interpreting the research findings is a challenging and important task.

In this unit, you will consider how research methods are used to evaluate tests that may be used in the workplace.

Reference

Landy, F. J., & Conte, J. M. (2016). *Work in the 21st century: An introduction to industrial and organizational psychology* (5th ed.). Hoboken, NJ: Wiley.

Learning Activities

u02s1 - Studies

Readings

Use your *Work in the 21st Century* text to read Chapter 2, "Methods and Statistics in I-O Psychology." This chapter describes the steps in the scientific method and explains why I-O psychology research is important to organizations. It also identifies ethical factors and methods of data collection.

- View the study guide PowerPoint presentation for Chapter 2 [PPTX].

Use the Capella library to read the following:

- Sliter, M., Yuan, Z., & Boyd, E. M. (2013). Let's be honest: Evidence for why industrial-organizational psychology research is trustworthy. *Industrial and Organizational Psychology, 6*(3), 273–276.
- Kepes, S., & McDaniel, M. A. (2013). How trustworthy is the scientific literature in industrial and organization psychology?. *Industrial and Organizational Psychology, 6*(3), 252–268.

Use the Internet to view the video *Discovering Psychology: Understanding Research* from Annenberg Learner.

Media

View the Examples of Types of References media piece on the proper ways to reference different resources.

u02s2 - Assignment – Preparation

Your first assignment, I-O Psychology Testing and the Workplace, is due in Unit 3. In preparation:

- Review the assignment requirements and scoring guide.
- Locate four or more scholarly resources you will use for the assignment.
- Review the following resources:
  - What Is Scholarly?
  - Think Critically About Source Quality.

Course Resources

Evaluating Source Quality

What Is Scholarly?

u02d1 - Research and Assessments

Imagine that the company you work for has been using a battery of tests to assess job applicants. Your supervisor feels that the tests cost too much money and are not worth it. They ask you to research one of the tests and then compare the employees test results to their performance.

Choose one of the following tests:

- The Test of Everyday Reasoning.
- Critical reasoning tests.
- The 16 Personality Factor (16PF) test.
- Dominance, Influence, Steadiness, Conscientiousness (DISC).
- Multi-Dimensional Emotional Intelligence Quotient (MEIQ).
- Emotional Quotient Inventory 2.0 (EQ-i 2.0).

Using the Mental Measurements Yearbook (MMY), research the test you chose. To learn about the MMY, visit the page Database Guide: Mental Measurements Yearbook.

In your post:

- Describe the test you chose.
- Discuss the reliability and validity of the test: what was it and what does that mean? Validity is whether the tests measures what it is supposed to and reliability is whether the results are the same across multiple attempts. Information on both validity and reliability can be found using MMY.
- Explain what you would tell your supervisor. Is your choice of a test one that will help your company hire good employees? Is the research on it trustworthy? (Does it meet the standards of scholarly work)?

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Comment on what you found most salient or interesting about the learners' posts. Provide any additional thoughts or insights to challenge their positions.

Course Resources

u02q1 - Unit 2 Quiz

This quiz will measure your level of success with the information and ideas presented in the first two units.

Directions: The quiz contains 20 questions based on the content covered in Units 1 and 2. Please answer each question by selecting the best answer. Below is a list of additional quiz requirements:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- The quiz will be available to you from the first day of Unit 2 until the end of Unit 2 (Sunday, 11:59 p.m.).
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 3 ❯❯ Individual Differences, Assessment Tools, and Job Analysis

Introduction

I-O psychologists measure differences between individuals to provide an explanation of the individual's behavior in the workplace, although all differences are not necessarily significant when explaining the behavior. These individual characteristics can be examined by looking at cognitive ability, physical ability, personality, interests, knowledge, and emotion. Organizations may gather and use additional information that includes biographical data, grades, letters of recommendation, and drug and alcohol testing. Psychologists spend much of their time focusing on job analysis and performance, along with performance measurement, to improve the overall work conditions and performance of the employees.

In this unit, you will explore the importance and purpose of many assessment tools used by I-O psychologists, such as knowledge, skills, abilities, and other characteristics (KSAOs); interviews; and, more specifically, the Personality Test from The Big Five Project.

Learning Activities

u03s1 - Studies

Readings

Use your *Work in the 21st Century* text to read the following:

- Chapter 3, "Individual Differences and Assessment." This chapter introduces the concept of individual differences and how these behaviors influence job performance. Discussion of assessments and tests incorporates a historical perspective, content, and methods while considering fairness, bias, and culture.
    - View the study guide PowerPoint presentation for Chapter 3 [PPTX].
- Chapter 4, "Job Analysis and Performance." This chapter provides a brief history of job analysis, types of analysis, how to complete a job analysis, and factors that contribute to job performance. More specifically, Campbell's model of job performance details the determinants of performance and the performance components that can be controlled by the employees within an organization.
    - View the study guide PowerPoint presentation for Chapter 4 [PPTX].

Use the Capella library to read the following:

- Sjöberg, S., Sjöberg, A., Näswall, K., & Sverke, M. (2012). Using individual differences to predict job performance: Correcting for direct and indirect restriction of range. *Scandinavian Journal of Psychology, 53*(4), 368–373.

- Goffin, R. D., Rothstein, M. G., Rieder, M. J., Poole, A., Krajewski, H. T., Powell, D. M., . . . Mestdagh, T. (2011). Choosing job-related personality traits: Developing valid personality-oriented job analysis. *Personality and Individual Differences, 51*(5), 646–651.
- Cucina, J. M., Martin, N. R., Vasilopoulos, N. L., & Thibodeuax, H. F. (2012). Self-serving bias effects on job analysis ratings. *Journal of Psychology, 146*(5), 511–531.

Use the Internet to take the Personality Test from The Big Five Project. You will explore similar tests in this unit's assignment.

u03a1 - I-O Psychology Testing and the Workplace

Introduction

Since individual differences and behaviors influence job performance, I-O psychologists make use of assessments and tests to learn more about individuals and provide an explanation for their behavior in the workplace. In this assignment, you will compare and evaluate tests used by I-O psychologists.

Preparation

In this unit's studies, you took the Personality Test, a five-factor personality test from The Big Five Project. This test is often cited as an effective indicator of employee performance and fit for organizations—it can provide insight into the types of questions that interest organizations. However, there are many other tests to explore.

Conduct research on the Internet and use the Capella library to learn more about the various tests and assessments I-O psychologists and organizations use to evaluate potential employees. Some types of tests and assessments to consider include:

- Cognitive tests.
    - The Test of Everyday Reasoning.

- Critical reasoning tests.
    - GMAT critical reasoning practice questions.

- Physical ability tests.
- Sensory ability tests.
- Psychomotor ability tests.
- Personality tests.
    - The 16 Personality Factor (16PF) test.
    - Dominance, Influence, Steadiness, Conscientiousness (DISC).

- Emotional intelligence tests.
    - Multi-Dimensional Emotional Intelligence Quotient (MEIQ).
    - Emotional Quotient Inventory 2.0 (EQ-i 2.0).

Instructions

Complete the following using the APA Paper Template (linked in the resources):

- Choose an organization where you have worked or volunteered, or one that sells your favorite product.
    - Search your chosen organization's Web site or the Internet (or both) for career postings.
    - Identify a position that needs to be filled.

- Address the following in your paper:
    - Provide a brief description of the organization you have chosen.
    - Identify the position that needs to be filled and summarize the job requirements.
    - Compare the types of tests that exist for screening employees for a position like the one you have identified.
        - How are they different?
        - What are their various applications?

- Choose a test (possibly one listed above) that is the most appropriate for your organization. Address the following:
    - Why is the test you chose more appropriate than other types of tests?
    - How will your chosen organization use the results? Be specific.
    - What are the drawbacks to this test? (Reliability, validity, population designed for, or others?) Use information from the MMY to provide evidence.
    - How much will you rely on this test for hiring? Give examples.

Other Requirements

Your paper should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and in-text citations should be formatted according to current APA style and formatting guidelines.
- **Number of resources**: A minimum of four scholarly resources.
- **Length**: 4–5 double-spaced pages, not including the title page and the references page.
- **Font and font size**: Times New Roman, 12 point.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

ePortfolio

APA Style and Format

Pre-Writing Strategies [PDF]

Database Guide: Mental Measurements Yearbook

APA Style Template [DOC]

u03d1 - Job Analysis Information

There are six methods identified for collecting job analysis information:

1. Observation.
2. Performing actual job tasks.
3. Interviews.
4. Critical incident identification.
5. Work diaries.
6. Job analysis questionnaires.

For this discussion, think of a job you have worked or one that interests you. How would you perform a job analysis of it? Choose three of the methods listed above to collect job analysis information for a single consulting project.

- In what order would you arrange these methods (for example, which type of data would you gather first, then second, then last)? Include a brief description of each of the three methods you choose, including their strengths and weaknesses.
- Why would you use this order? Consider how the type of position might impact the order you have chosen for your methods of job analysis. Also consider how self-serving bias, as described in Cucina, Martin, Vailopoulos, and Thibodeaux's 2012 article, "Self-Serving Bias Effects on Job Analysis Ratings," might affect the methods.

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Comment on themes raised in the posts and pose questions to move the discussion forward. Did you discover any inconsistencies or new ideas?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Self-Serving Bias Effects on Job Analysis Ratings

Unit 4 ≫ Performance Measures

Introduction

Performance evaluations are a useful way for managers and supervisors to reflect on employees' work performance with the intention of providing positive and constructive feedback. Organizations must strive to be sensitive to cultural issues and ensure fair evaluations of all workers.

The three key areas that can positively or negatively affect the individuals within an organization, and the organization itself, are:

1. Staffing decisions.
2. Training.
3. Development.

In this unit, you will consider the role of feedback on employee performance.

Learning Activities

u04s1 - Studies

Readings

Use your *Work in the 21st Century* text to read Chapter 5, "Performance Measurement." This chapter describes the basic concepts in performance measurement, uses for the performance information, theories of performance ratings, processes for performance ratings, and rating formats.

• View the study guide PowerPoint presentation for Chapter 5 [PPTX].

Use the Internet to complete the following:

• Review 360 Degree Feedback.
• Review 360 Feedback Survey Demo 1.

Media

View Examples of Types of References, which offers the proper ways to reference different resources.

u04s2 - Assignment – Preparation

Your second assignment, Bedford Falls Bank Analysis, is due in Unit 5.

• Review the assignment requirements and scoring guide.
• Review the media First National Bank of Bedford Falls.
• Locate four or more scholarly resources you will use for the assignment.
• Review the following resources:
    ◦ What Is Scholarly?
    ◦ Evaluating Source Quality.

u04d1 - 360-Degree Feedback

360-degree feedback involves getting feedback from several sources (supervisor, peers, customers, subordinates, et cetera) to examine the behavior of an employee.

Your workplace has decided to adopt a 360-feedback system including input from your supervisor, your peers, and your customers. After the first appraisal cycle, all employees have been asked for feedback.

- What advantages and disadvantages of the 360-degree will you include in your feedback?
- Are you optimistic or pessimistic about the use of 360-degree feedback as part of the appraisal system? Why or why not?
- What would your boss say about your job performance, based on applying 360-degree feedback to your current job or a previous job position?

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Compare the points contained in your posts and those of your peers. Is there an observation about 360-degree feedback that made you reconsider your position? Discuss how your peers' viewpoints influenced you.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u04q1 - Unit 4 Quiz

This quiz will measure your level of success with the information and ideas presented in Units 3 and 4.

Directions: The quiz contains 20 questions based on the content covered in Units 3 and 4. Please answer each question by selecting the best answer. Below is a list of additional quiz requirements:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- The quiz will be available to you from the first day of Unit 4 until the end of Unit 4 (Sunday, 11:59 p.m.).
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 5 ≫ Staffing Decisions and Training and Development

 Introduction

The following list presents several kinds of specialized training programs that are commonly used in organizations:

- Assessment centers.
- 360-degree feedback.
- Coaching.
- Sexual harassment awareness.
- Ethics.
- Cross-cultural.

In this unit, you will consider a hypothetical organization and evaluate the organization's training issues.

Learning Activities

u05s1 - Studies

Readings

Use your *Work in the 21st Century* text to read the following:

- Chapter 6, "Staffing Decisions."
  - View the study guide PowerPoint presentation for Chapter 6 [PPTX]. This chapter identifies the three major ways in which staffing outcomes can be evaluated, as well as the kinds of considerations that go into determining the utility of staffing decisions. It is important for I-O psychologists to understand the practical issues that affect staffing, including how to combine information in making a staffing decision.
- Chapter 7, "Training and Development." This chapter describes the differences in individual characteristics that influence the learning process, along with how learning and motivational theories can be applied to training. By taking into account the employees' characteristics, organizations can develop methods of training and implement ways to evaluate the training designs.
  - View the study guide PowerPoint presentation for Chapter 7 [PPTX].

Use the Capella library to read the following:

- Bannon, S., Ford, K., & Meltzer, L. (2010). How to instill a strong ethical culture. *The CPA Journal, 80*(7), 56–58.
- Kalaiselvan, K. K., & Naachimuthu, K. P. (2011). A synergetic model to training & development. *Indian Journal of Industrial Relations, 47*(2), 366–379.
- Boyd, R. (2008). Staffing the commons: Job analysis in the context of an information commons. *Library Hi Tech, 26*(2), 232–243.

Multimedia

Complete the following:

- View the Diversity: Fact or Fiction? interactive.
- View the First National Bank of Bedford Falls simulation you will use for the assignment in this unit. Consider the personnel issues and training needs and how they may affect morale and productivity.

u05a1 - Bedford Falls Bank Analysis

Preparation

Complete the following to prepare for this assignment:

- Review the media First National Bank of Bedford Falls. In this case study, consultants Ann Thomas and Juan Olivera, owners of T&O Consulting, were hired to evaluate problems at the First National Bank of Bedford Falls. They both interview three employees on a number of issues related to training and development.
- Select either the teller's position or the teller supervisor's position to further examine. In this assignment, you will provide a brief analysis and summary of what you learned from Kwan or Stan and design a training program to further develop the knowledge, skills, abilities, and other characteristics for the employee in the job position you selected.
- Review Chapters 6 and 7 of your course text.

Instructions

Use the First National Bank of Bedford Falls media presentation to write a 4–5 page paper in which you accomplish the following:

- Summarize the relevant information you obtained from the position (teller or teller supervisor) you selected from the case study.
- Identify the method of job analysis that you would use to gain more information about the position (employee) and the associated issues. What additional information might be useful to learn before assessing the situation? Explain why this information is critical to your evaluation of the job position. Support your choice with scholarly research.
- Design and provide a detailed description of a training initiative you would recommend for the selected position using current psychological research and theory, focusing on how the program will increase employee satisfaction. Support your choice with scholarly research.
- Analyze how you would evaluate the effectiveness of the training program once it is in place. For example, how often will you reassess the training program, obtain employee feedback, and revise it? Support your choice with scholarly research.
- Describe ethical, diversity, or fairness issues to consider when devising this training program. Support your choice with scholarly research.

Use APA Paper Template to write your paper. Be sure to identify and refer to the First National Bank of Bedford Falls media presentation as needed to illustrate your points but do not restate the case study.

Other Requirements

Your paper should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and in-text citations should be formatted according to current APA style and formatting guidelines.
- **Number of resources**: A minimum of four scholarly resources.
- **Length**: 4–5 double-spaced pages, not including the title page and the references page.
- **Font and font size**: Times New Roman, 12 point.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

First National Bank of Bedford Falls | Transcript

APA Style Template [DOC]

Pre-Writing Strategies [PDF]

APA Style and Format

ePortfolio

u05d1 - Staffing Decisions

There are several ways to make staffing selections, which can be used by managers and their companies. The changes in work in recent years have led to new recommendations that selection should be based on work performance in context. As you apply for jobs in the future, you may find yourself facing the dilemma of taking a part-time or internship position in hopes of getting a full-time job later or accepting full-time work in an area that does interest you as much.

In your post:

- Describe the work performance in context method for staffing selection.
- Discuss how this concept compares and contrasts with older staffing selection methods described in Chapter 6 of your course text.
- Discuss any experience you might have had with one of the models described.
  - Have you applied for a job where the company used one of these methods?
  - Do you know someone who has?
  - How would you feel about trying for a job under the work performance in context system?

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Comment on the observations in the learners' posts and pose questions to move the discussion forward. You may draw on information from outside sources or your own experience in your responses.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Unit 6 ❯❯ Motivations in the Workplace

Introduction

I-O psychologists study the motivation, attitudes, and emotions displayed by individuals in the workplace. Employee motivation continues to be an important factor in productivity of the workforce and overall company success.

In this unit, you will discuss how motivational theories are applied to the workplace.

Learning Activities

u06s1 - Studies

Readings

Use your *Work in the 21st Century* text to read Chapter 8, "The Motivation to Work." This chapter explores the early history of motivational theory in I-O psychology and identifies the classic approaches to motivational theories, including Maslow's hierarchy of needs theory, Vroom's valence instrumentality expectancy theory, and equity theory.

- View the study guide PowerPoint presentation for Chapter 8 [PPTX].

Use the Capella library to read the following:

- Furnham, A., Eracleous, A., & Chamorro-Premuzic, T. (2009). Personality, motivation and job satisfaction: Hertzberg meets the big five. *Journal of Managerial Psychology, 24*(8), 765–779.

u06d1 - Motivation at Work

There are many theories on motivation and how it applies to work. For this discussion, imagine your supervisor asks for suggestions on increasing employee motivation. Choose one of the motivation theories mentioned in Chapter 8 of your course text to use in this discussion.

In your post:

- Describe the theory of motivation you chose.
- Discuss how it applies to work.
- Describe suggestions you can offer your supervisor to increase employee motivation and explain why your suggestions would work.

Be sure to support your ideas with at least one resource outside of your text.

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Compare your own cognitions and emotions against each other and against those of other learners. Could you identify with others' comments? Did their posts influence your thinking? Discuss why or why not.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u06q1 - Unit 6 Quiz

This quiz will measure your level of success with the information and ideas presented in Units 5 and 6.

Directions: The quiz contains 20 questions based on the content covered in Units 5 and 6. Please answer each question by selecting the best answer. Below is a list of additional quiz requirements:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- The quiz will be available to you from the first day of Unit 6 until the end of Unit 6 (Sunday, 11:59 p.m.).
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 7 ❯❯ Stress and Worker Well Being

Introduction

Stress in the workplace is one area that I-O psychologists study to learn more about the physical and psychological stressors at work.

Identifying the behavioral, psychological, and physiological consequences of stress and explaining how individual characteristics influence stress can be used to predict health and performance outcomes.

In this unit, you will review a media piece that discusses the symptoms of stress, the effects of stress on the body, and the impact stress has on many aspects of life.

Working in Teams

Working in teams can be both frustrating and rewarding. Employers have identified teamwork as one of the top skills they look for and value in employees (National Association of Colleges and Employers, 2015; Opportunity Network, n.d.). An Internet search for "skills employers look for" reveals many sources with information about teamwork skills that employers seek. In addition, in the APA Guidelines for the Undergraduate Psychology Major, the American Psychological Association has identified teamwork as an important component of psychology degrees, including bachelor's degree in psychology (American Psychological Association, 2013). The helping professions, such as those in psychology fields, require a great deal of teamwork to diagnose, treat, research, influence social policy, et cetera. Psychologists must often work in teams, such as treatment teams, research teams, and much more. All of which makes it important to practice teamwork while learning psychology, a skill that does not come naturally to most people since most of us prefer to be responsible for our own work. By working in teams in this course, you are fulfilling some of the competencies outlined for your program by APA, and developing those skills that potential employers seek from you.

References

American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major* (Version 2.0). Retrieved from http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf

National Association of Colleges and Employers. (2015, November, 8). Job outlook 2016: Attributes employers want to see on new college graduates' resumes. Retrieved from http://www.naceweb.org/s11182015/employers-look-for-in-new-hires.aspx

Opportunity Network. (n.d.). Top 10 employability skills. Retrieved from http://www.opportunityjobnetwork.com/job-resources/help/top-10-skills.html

Learning Activities

u07s1 - Studies

Readings

Use your *Work in the 21st Century* text to complete the following:

- Chapter 9, "Attitudes, Emotions, and Work."
    - View the study guide PowerPoint presentation for Chapter 9 [PPTX].
- Chapter 10, "Stress and Worker Well-Being".
    - View the study guide PowerPoint presentation for Chapter 10 [PPTX]. This chapter explores strategies for stress prevention and stress reduction. It also looks at theoretical explanations of how stress can be a cause of workplace violence.

Use the Capella library to read the following:

- Soylu, A., & Campbell, S. S. (2012). Physical and emotional stresses of technology on employees in the workplace. *Journal of Employment Counseling, 49*(3), 130–139.
- Heereman, J., & Walla, P. (2011). Stress, uncertainty and decision confidence [PDF]. *Applied Psychophysiology and Biofeedback, 36*(4), 273–279.
- Tuzun, I. K., & Kalemci, R. A. (2012). Organizational and supervisory support in relation to employee turnover intentions. *Journal of Managerial Psychology, 27*(5), 518–534.

Media

Complete the following:

- View Examples of Types of References, which covers the proper ways to reference different resources.
- View Workplace Stress in preparation for your team discussion.
- View Case Studies – Team Exercise in preparation for the discussion in this unit.

Films on Demand Video

- TVF International (Producer). (2006). *Seriously stressed* [Video]. Films on Demand.
  ◦ The pace of life has greatly increased and the escalation of chronic stress is costing people their health, relationships, and careers. In these videos, an immunologist, a psychiatrist, and a mental skills coach lay bare the symptoms of chronic stress, the negative impact on the body of continual exposure to adrenalin and cortisol, and the biological and psychological factors that influence vulnerability to overstressing. View the videos in preparation for your team discussion in this unit.
  ◦ Running time: 46 minutes.

u07s2 - Assignment – Preparation

Your third assignment, The Stress of Change, is due in Unit 8, and your fourth assignment, Experience With Teamwork, is due in Unit 9. In preparation for both assignments:

- Review the requirements and scoring guides for both assignments.
- Locate four or more scholarly resources that you will use for each assignment.
- Review the following resources:
  ◦ What Is Scholarly?
  ◦ Think Critically About Source Quality.

Course Resources

What Is Scholarly?

Evaluating Source Quality

u07d1 - Case Study on Emotions and Stress – Team Exercise

Introduction

You will discuss a case study on emotions and stress in this unit and in Unit 8. Both discussions will serve as:

- Preparation for the Unit 8 assignment, Stress of Change.
- Preparation for the Unit 9 assignment, Experience With Teamwork.

Be sure you review the Units 8 and 9 assignment descriptions and scoring guides before getting started on this discussion so that you are aware of the expectations of each assignment as you prepare and discuss.

Instructions

To get started on this discussion, your instructor will post separate discussion threads for each of four case studies from the Case Studies – Team Exercise media. Read each of the case studies and decide which one you would like to work with. Post your name under the appropriate thread and why you would like to work on that case study. The teams should end up fairly evenly balanced so if you see that several people have already chosen a particular case study, please choose another. Early posts are recommended.

As a team, create a discussion thread according to the response guidelines and:

- Identify possible:
  - Stressors that may be introduced as the result of the change.
  - Effects of the change on employee satisfaction.
  - Techniques management can use to reduce stress during the change.
  - Techniques management can use to increase job satisfaction after the change.
- Use your course text and at least one scholarly source to support your ideas. Provide access to your sources for your team by providing the page number in the text, attaching a PDF, or providing a link to the URL.
- Come to consensus on the most likely stressors or effects.
- Decide on what techniques will best address the negative effects.
- Designate one team member to pull all of the above content into a cohesive summary of the discussion and post it as the final comment in your discussion thread.

Response Guidelines

It is expected that each team member will participate in an authentic discussion with an exchange of ideas, resources, suggestions, et cetera. The minimum guidelines for full credit for your discussion remain that you must participate on two separate days and post a minimum of one response on each of those two days.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Case Studies – Team Exercise | Transcript

u07q1 - Unit 7 Quiz

This quiz will measure your level of success with the information and ideas presented in this unit.

Directions: The quiz contains 20 questions based on the content covered in Unit 7. Please answer each question by selecting the best answer. Below is a list of additional quiz requirements:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- The quiz will be available to you from the first day of Unit 7 until the end of Unit 7 (Sunday, 11:59 p.m.).
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 8 ▶▶ Fairness, Diversity, and Organizational Leadership

Introduction

I-O psychologists research and observe leadership and teams to better understand the overall process, development, and effectiveness within organizations.

Learning Activities

u08s1 - Studies

Readings

Use your *Work in the 21st Century* text to read the following:

- Chapter 11, "Fairness and Diversity in the Workplace." This chapter explores how emotions experienced at work affect work and nonwork behavior; the antecedents and the consequences of job satisfaction; the major approaches to measuring job satisfaction; and how dispositions and core evaluations can be helpful in understanding job satisfaction.
    - View the study guide PowerPoint presentation for Chapter 11 [PPTX].
- Chapter 12, "Leadership." This chapter covers the concepts of leadership, the characteristics of a leader, and leader development and motivation. It also explores traditional theories (trait, power, behavioral, and contingency) and new approaches (leader-member exchange, transformational, authentic, and charismatic) to leadership.
    - View the study guide PowerPoint presentation for Chapter 12 [PPTX].

Use the Capella library to read the following:

- Babcock-Roberson, M. E., & Strickland, O. J. (2010). The relationship between charismatic leadership, work engagement, and organizational citizenship behaviors. *The Journal of Psychology, 144*(3), 313–326.

Media

View Case Studies – Team Exercise to view the media in preparation for discussion in this unit.

u08s2 - Assignment – Preparation

Your third assignment, Interview for Leadership, is due in Unit 9. In preparation:

- Review the assignment requirements.
- Locate four or more scholarly resources that you will use for the assignment.
- Review the following resources:
    - What Is Scholarly?
    - Think Critically About Source Quality.

Course Resources

What Is Scholarly?

Evaluating Source Quality

u08a1 - The Stress of Change

Note: Please complete the discussion in this unit before beginning this assignment.

Introduction

You have experienced teamwork in two discussion threads in this course. This individual assignment is your opportunity to present the results of your team's efforts to define and solve problems that may arise from the change described in your case study. You will work on your own for this assignment but accurately report the conclusions reached by your team.

Complete the following to prepare for this assignment:

- Review the case study scenario you have been working on for the discussions in Unit 7 and in this unit.
- Review the conclusions your team came to in the discussions about the case study.

Instructions

The company has asked your team to predict the effects of the proposed changes on the employees and to recommend measures to mitigate expected problems. They expect your team to brief senior management. You are the team member who is tasked with creating a PowerPoint presentation (with notes of 2–3 paragraphs per slide) for that briefing. You are to include:

- Anticipated emotional (including stress) reactions to the proposed changes.
    ◦ In the notes, include the evidence and explanation for why these reactions may occur.

- Recommendations to decrease possible negative reactions and increase job satisfaction.
    ◦ In the notes, include the evidence and explanation for why these recommendations may work.

- Recommendations to make the changes appear fair and just.
    ◦ In the notes, include the evidence and explanation for why these recommendations may work.

- Possible diversity issues arising from the changes.
    ◦ In the notes, include the evidence and explanation for why these issues may arise.

- Recommended leadership approaches.
    ◦ In the notes, include the evidence and explanation for why these recommendations may work.

Other Requirements

Your presentation should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and in-text citations should be formatted according to current APA style and formatting guidelines.
- **Length**: 5–7 slides, not including the title slide and the references slide.
- **Number of resources**: A minimum of five scholarly resources.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources
APA Style and Format
ePortfolio
Pre-Writing Strategies [PDF]

u08d1 - Case Study on Fairness and Leadership – Team Exercise

Introduction

For this discussion, you will continue to discuss the case study you chose in Unit 7 with the same team. Remember you are still preparing for the following assignments:

- Stress of Change, due in this unit.
- Experience With Teamwork, due in the next unit.

Be sure to review both the assignment descriptions and scoring guides so that you are aware of the expectations of each assignment as you prepare and discuss.

Instructions

To get started on this discussion, your instructor will again post separate discussion threads for each of four case studies from the Case Studies – Team Exercise media.

As a team, participate in a discussion thread according to the response guidelines and:

- Identify possible:
  - Diversity issues that might arise.
  - Approaches that make the changes appear fair and just.
  - Leadership approaches that will make the changes smoother.
- Use your course text and at least one scholarly source to support your ideas. Provide access to your sources for your team by providing the page number in the text, attaching a PDF, or providing a link to URL.
- Come to consensus on the most likely diversity issues.
- Decide on what approaches will best ensure smooth changes.
- Designate one team member to pull all of the above content into a cohesive summary of the discussion and post it as the final comment in your discussion thread.

Response Guidelines

It is expected that each team member will participate in an authentic discussion with an exchange of ideas, resources, suggestions, et cetera. The minimum guidelines for full credit for your discussion remain that you must participate on two separate days and post a minimum of one post on each of those two days.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Case Studies – Team Exercise | Transcript

Unit 9 ⟩⟩ Teams in the Workplace

 Introduction

There are different ways to define groups and teams in the workplace. The course text specifically considers quality circles, production teams, project teams, and virtual teams.

The unit readings describe recent advances in team training and discuss the role that culture plays in team processes and team effectiveness.

In this unit, you will debate the characteristics of a leader and discuss the roles of your team members and your team performance.

Learning Activities

u09s1 - Studies

Readings

Use your *Work in the 21st Century* text to read Chapter 13, "Teams in Organizations." This chapter identifies several reasons for the increasing use of teams in organizations. It explains team-role theory and how it can be used to assess and develop teams.

- View the study guide PowerPoint presentation for Chapter 13 [PPTX].

Use the Capella library to read the following:

- Foss, N. J., & Lindenberg, S. (2012). Teams, team motivation, and the theory of the firm. *Managerial & Decision Economics, 33*(5/6), 369–383.

u09a1 - Experience With Teamwork

Introduction

You have experienced teamwork in two discussion threads in this course. This individual assignment is your opportunity to present your analysis of the teamwork you experienced in the discussions, through the lens of I-O psychology.

Complete the following to prepare for this assignment:

- Review the case study scenario you and your team worked on.
- Review the conclusions your team came to in the discussions about the case study.
- Review your Unit 8 assignment.

Instructions

Using your experiences working on the case study team, write a 4–5-page paper individually, without help from your team, in which you will accomplish the following:

- Evaluate the strengths and weaknesses of your team's conclusions. Were the conclusions based on scholarly evidence? Were there better approaches available? Do the solutions address the problems identified?
- Describe your team's performance. For example, what were the team's inputs, processes, and outputs?
- Describe how you applied the psychological principles identified as part of teamwork, based on your own performance on the team.
- Evaluate the team interactions you observed through the lens of I-O psychological principles. What worked well and did not work well?

Use the APA Style Template to write your paper. Include the name of the case study scenario you worked on and be sure you support your evaluations and descriptions with scholarly resources.

Other Requirements

Your paper should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and in-text citations should be formatted according to current APA style and formatting guidelines.
- **Number of resources**: A minimum of four scholarly resources.
- **Length**: 4–5 double-spaced pages, not including the title page and the references page.
- **Font and font size**: Times New Roman, 12 point.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

APA Style Template [DOC]

APA Style and Format

Pre-Writing Strategies [PDF]

ePortfolio

u09d1 - Teamwork

For this discussion, describe virtual collaboration behaviors, virtual socialization skills, and virtual communication skills.

- What did you observe within your team over the past two weeks?
- What areas did your team (exhibit strength) do well?
- What areas could have used improvement? Be sure you put your comments into the context of a I/O psychologist.

Be respectful of your classmates in your comments regarding your shared team experiences.

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for your discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Comment on the observations in the learners' posts and pose questions to move the discussion forward. You may draw on information from outside sources or your own experience in your responses.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Unit 10 ❯❯ Organizational Theory and Culture

Introduction

Congratulations! You have reached the final unit of this course, as well as your journey through your first I-O psychology course at Capella University.

In this final unit, you will explore theories of organization, as well as organizational development and change. These are detailed in Chapter 14 of your course text.

By defining the concepts of bureaucracy, division of labor, and span of control, you gain an understanding of why they are important in the classic theories of organizations.

When viewing culture and climate from a multicultural perspective, organizations obtain an awareness of the perceptions and values of their employees and how they may be related to the person-organization fit model of socialization.

You will also differentiate the terms *organizational development* and *organizational change* and learn how Lewin's three-stage process influences organizational change.

Learning Activities

u10s1 - Studies

Readings

Use your *Work in the 21st Century* text to read Chapter 14, "The Organization of Work Behavior."

- View the study guide PowerPoint presentation for Chapter 14 [PPTX].

Use the Capella library to complete the following:

- Sanz-Valle, R., Naranjo-Valencia, J. C., Jiménez-Jiménez, D., & Perez-Caballero, L. (2011). Linking organizational learning with technical innovation and organizational culture. *Journal of Knowledge Management, 15*(6), 997–1015.
- Salamon, S. D., & Robinson, S. L. (2008). Trust that binds: The impact of collective felt trust on organizational performance. *Journal of Applied Psychology, 93*(3), 593–601.

u10d1 - Socialization

Greenberg (as cited in Landy & Conte, 2013) discusses three stages of socialization (p. 572). Cooper-Thomas and Anderson (as cited in Landy & Conte, 2013) suggest that there are positive consequences of socialization (p. 573).

In your post:

- Explain these stages of socialization and why they are important to the overall socialization process.

- Identify and describe the categories that can be used as indicators of socialization success.
- Address why it is important to the success of the organization and of the employee to recognize and assess the socialization process.

Response Guidelines

Review the reflections on the positive consequences of socialization and respond to the posts of at least two other learners. Add your own perspective to the examples and observations that they cited.

To earn full credit for your discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Reference

Landy, F. J., & Conte, J. M. (2013). *Work in the 21st century: An introduction to industrial and organizational psychology* (4th ed.). Hoboken, NJ: Wiley.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

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u10d2 - Reflection

Although you have now completed the 10-week course, one additional action is a good practice at the conclusion of every online course. Take the time to consider what you accomplished or struggled to accomplish during the course. Reflect on the major concepts you studied and the tasks you were expected to complete, such as the following:

- I-O psychology as a discipline and a potential career.
- Understanding ethical principles in psychology.
- Critical thinking, logical reasoning, and problem solving for psychology professionals.
- Effective communication in writing.
- Research, academic writing, and APA references.
- Time management.

In addition, consider the following:

- What was most interesting to you about the course?
- What were the areas in which you feel you excelled?
- What are some of the things you might do differently in your next course to ensure your success?

Response Guidelines

Respond to the posts of at least two other learners. To earn full credit for this discussion, you must participate on two separate days and post a minimum of one response on each of those two days.

Comment on the issues raised in the posts and pose questions to move the discussion forward. Is there anything you could add to the learners' conclusions? You may draw on information from outside sources or your own experience in your responses.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

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ePortfolio

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u10q1 - Unit 10 Quiz

This quiz will measure your level of success with the information and ideas presented in the last three units.

Directions: The quiz contains 20 questions based on the content covered in Units 8, 9, and 10. Please answer each question by selecting the best answer. Below is a list of additional quiz requirements:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- The quiz will be available to you from the first day of Unit 10 until the end of Unit 10 (**Friday, 11:59 p.m.**). **Important**: Please note that Unit 10 ends early.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.