

PSY 240
**Industrial/
Organizational
Psychology**
Fall 2019



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COURSE DESCRIPTION

The course is a general survey of the topics in industrial and organizational psychology. This course will provide students with an introduction to the key concepts, theories, and research methods in I/O Psychology. The skills and topics covered in this course can help you become a better employee, co-worker, or manager.

This course will introduce methods, practice, research, and theories of Industrial and Organizational Psychology. The "Industrial" part generally deals with human resource functions such as analyzing jobs, appraising employee performance, and training employees. The "Organizational" part is generally concerned with the psychological and social aspects of work, including employee attitudes, behavior, motivation, leadership, etc. I/O psychologists seek to develop and apply appropriate scientifically supported solutions to work, workers, and the workplace.

SPS Program STUDENT LEARNING OUTCOMES

COURSE STUDENT LEARNING OUTCOMES

Students will...

- Become aware of how I/O psychologists seek to develop and apply appropriate scientifically supported solutions to work, workers, and the workplace.
- Learn about the "Industrial" part of I/O psychology that generally deals with human resource functions such as analyzing jobs, appraising employee performance, and training employees.
- Learn about the "Organizational" part of I/O psychology which is generally concerned with the psychological and social aspects of work, including employee attitudes, behavior, motivation, leadership, etc.

COURSE ORGANIZATION

This course is organized in alignment with Walsh University's online course template. Each module contains the following pages: module overview and outcomes, key concepts, *lectures (recorded)*, learning activities, learning assessment, and summary/supplementary readings.

STUDENT RESPONSIBILITIES

Academic Integrity. SPS subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – **as defined by the policy** – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The professor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

Student Conduct. Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor. Each student is expected to read the assignments for each module. The course is designed to encourage active learning by and between class members. The modules include recorded lectures, class discussions, assigned readings, videos, and other activities.

Student Preparation & Behavior. Students should be prepared for online activities and are expected to complete reading and other assignments on-time. Students are expected to demonstrate professional conduct in the virtual classroom. Students and faculty are expected to display ethical and personal behaviors. The class must be sensitive to both individual needs as well as those of the class as a whole. Faculty and students are encouraged to work collaboratively and be allowed the opportunity to enjoy their learning activities.

Make-Up Policy. Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student's responsibility to notify the professor **in-advance** of the assignment. The professor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

Writing Policy. To support the School of Business' expectation that all students will demonstrate acceptable writing skills as evidenced by error-free grammar and acceptable professional style, the School has established the following policy: *"A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria that are available from the School of Business."*

Accessibility Services for Students with Disabilities. Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. However, please be advised that it is your responsibility to arrange accommodations and failure to do so in a timely manner may have a negative impact on your academic success. If you feel that you may need an accommodation based on the impact of a disability, please contact Meredith Soduk, Director of Accessibility Services, at 330-490-7529 or msoduk@walsh.edu to begin delivery of services as soon as possible. Once your eligibility for services is determined, your instructors will be provided a letter which will outline your accommodations. If you believe you may have a disability and would like to learn more about disability-related services, please contact The Office of Accessibility Services, located in Farrell Hall 209, immediately.

PSY 240 — TEACHING-LEARNING ACTIVITIES/EVALUATION OF PERFORMANCE

Program Learning Outcomes	Course Learning Outcomes	Learning Activities	Assessment Methods
Students will... <ul style="list-style-type: none"> • apply knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems. • recognize and evaluate ethical issues and situations. 	<ul style="list-style-type: none"> • become aware of how I/O psychologists seek to develop and apply appropriate scientifically supported solutions to work, workers, and the workplace. 	Listen to chapter presentations, watch related videos, answer practice questions, answer the activities built into the presentation, participate in the discussion prompt.	Weekly quizzes, assignments, final comprehensive exam
	<ul style="list-style-type: none"> • learn about the “Industrial” part of I/O psychology that generally deals with human resource functions such as analyzing jobs, appraising employee performance, and training employees. 	Listen to chapter presentations, watch related videos, answer practice questions, answer the activities built into the presentation, participate in the discussion prompt.	Weekly quizzes, assignments, final comprehensive exam
	<ul style="list-style-type: none"> • learn about the “Organizational” part of I/O psychology which is generally concerned with the psychological and social aspects of work, including employee attitudes, behavior, motivation, leadership, etc. 	Listen to chapter presentations, watch related videos, answer practice questions, answer the activities built into the presentation, participate in the discussion prompt.	Weekly quizzes, assignments, final comprehensive exam

COURSE MATERIALS

Primary Text:

Levy, P. (2016). Industrial organizational psychology: Understanding the workplace (5th ed.). New York, NY: Worth Publishing. ISBN: 1319014267

On-Line Materials:

Additional Readings & Handouts:

TEACHING STRATEGIES

1. Readings
2. *Recorded Presentations*
3. Discussion Forums
4. Learning Activities

STUDENT REQUIREMENTS AND EXPECTATIONS

Active participation is critical for both individual success as well as the success of your cohorts. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. For this reason, it is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics.

Assignments. Modules will run Monday-Sunday of each course week. Modules will open on the Friday prior to the start of a module. All assignments, other than discussion forum posts, should be completed and submitted by the last day of the module week (Sunday) at 11:55 PM.

Preparation. Assignments, readings, and exercises are to be completed before the module ending dates. In addition, uses of individually-selected research articles are required to enhance understanding of course content.

Computerized Web-Based Evaluations for Courses/Faculty. Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

How to Communicate with Your Professor. Instead of sending me email questions/concerns regarding the course, please post your course questions in the General Discussion section in the Discussion Forum. Post module specific questions in the "Questions for the Instructor" area within each module. The professor will respond to all questions posted there within 48 hours, except on weekends. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. Please contact the professor via Walsh email (see Page 1) with any personal and/or private issues or questions.

Submission of Assignments. All course written requirements should be submitted via the **ASSIGNMENTS TAB** on ECN.

GRADING METHODOLOGY & POLICIES

Course assignments will be weighted as follows:

Component	Percent	Points
Discussion Prompts	27.5%	165
Weekly Quizzes	32.5%	195
Final Exam	20%	120
Assignments	20%	120
Total		600

A grade will be assigned based upon achievement of points within one of the following ranges:

Grade	Total Points
A (93% to 100%)	555 and above
A- (90% to 92%)	537-554
B+ (87% to 89%)	519-536
B (83% to 86%)	495-518
B- (80% to 82%)	477-494
C+ (77% to 79%)	459-476
C (73% to 76%)	435-458
C- (70% to 72%)	417-434
D+ (67% to 69%)	399-416
D (63% to 66%)	375-398
D- (60% to 62%)	357-374
F (Below 60%)	356 and below

Timely Submission of Assignments. All late submissions (via email, dropbox, etc.) will be assessed a **one letter grade penalty each day** the assignment is late. No late assignments will be accepted after 3 days. All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade **may be negotiated**. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Final Course Grade. Final course grade will be based on the above listed graded activities, interactive participation at the undergraduate level in online and campus classrooms, labs, small group and community activities, along with demonstration of ethical and professional clinical conduct in all learning activities.

Grade Appeal. Refer to the Walsh University Undergraduate Catalog for the specific policy.

Withdrawal Policy. Students are to refer to the current Walsh University Calendar to obtain the last date for withdrawal (W) from a course. Students may be administratively withdrawn from a course for lack of attendance. Refer to the Walsh University Undergraduate Catalog for the specific policy regarding administrative withdrawal by faculty.

CLASS PARTICIPATION/DISCUSSION FORUMS: TOTAL POINTS (%)

Attendance/Course Participation

Students are expected to participate regularly in all class modules. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance. Any student who fails to log in during the first week must contact the facilitator during the first module. If a student fails to do so, he/she may be administratively withdrawn from the course.

Students are required to log in to online courses a minimum of two times per week to meet attendance requirements. If a student fails to log in and participate for two consecutive weeks, the student may be administratively dropped from the class by the instructor.

Participation on the part of the students within the course is of maximum importance. Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials. Participation includes BOTH original discussion and responses to discussions of other students.

NOTE: Discussion Forum Participation is required for the Online Delivery of this course.

Discussion Forum Participation. Participation in the discussion forums is critical for maximizing students' learning experiences in this course. Each student is required to be part of an online community that interacts, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of each student's participation in the discussion forum.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion topic and at least two (2) responses to colleagues' postings. This will result in a minimum total of three (3) postings each week, per topic. Postings must be relevant and substantive (i.e. not comprised of one word responses or just stating, "I agree"). The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response.

NOTE: Your original post will be due each week by Wednesday at 11:55 pm and all subsequent posts will be due by Saturday at 11:55 pm

Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The professor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief — try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding to too.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to

create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, Websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
- Each group will create a Group Wiki during the first module (use www.wikispaces.com). This wiki site will be used as a repository for all project-related documents, work, and discussions.

Assignments

Assignment	Percent	Points
Assignment 1: Workplace Experiment	3%	20
Assignment 2: Job Analysis	7%	40
Assignment 3: Stress in the Workplace Movie	3%	20
Assignment 4: "My Dream Company"	7%	40

ASSIGNMENT SCHEDULE

****Please note: All assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.**

WEEK	Topics / Assignments	Due
8/26-9/1	Ch. 1: I/O Psychology: Then & Now Ch. 2: Research Methods in I/O Psychology	Week 1 quiz Discussion board prompt & responses
9/2-9/8	Ch. 3: Job Analysis Ch. 4: Criterion Measurement	Week 2 quiz Discussion board prompt & responses Assignment #1
9/9-9/15	Ch. 5: Performance Appraisal Ch. 6: Predictors	Week 3 quiz Discussion board prompt & responses Assignment #2
9/16-9/22	Ch. 7: Selection Decisions & Personnel Law Ch. 8: Training & Development	Week 4 quiz Discussion board prompt & responses
9/23-9/29	Ch. 9: Motivation Ch. 10: Job Attitudes: Antecedents & Consequences	Week 5 quiz Discussion board prompt & responses

9/30-10/6	Ch. 11: Stress & Worker Well-Being Ch. 12: Group Processes & Work Teams	Week 6 quiz Discussion board prompt & responses
10/7-10/13	Ch. 13: Leadership Ch. 14: Organizational Theory & Development	Week 7 quiz Discussion board prompt & responses Assignment #3
10/14-10/20	Take the final comprehensive exam	Assignment #4

Sample assignment: Workplace experiment

Objective: Think of a potential problem in a workplace and something that could potentially fix it or make it better. Imagine the CEO hired you as a consultant to try and alleviate the problem using **experimental** methods.

Include the following:

1. Describe the pretend workplace (purpose, general size, relevant worker positions). Then describe what the problem is that you're hoping to fix. <u>Be specific.</u>
2. Describe what you think could/should be done to alleviate this particular problem. Write out your specific hypothesis: "I hypothesize that if [IV]....then...[DV]" <u>Example:</u> "I hypothesize that if we provided breakfast in the morning, then tardiness would decline."
3. For the experiment, what is your IV? Describe it in general terms. Make sure that it is something you can actually manipulate within the context of the workplace. Then, identify the 2-3 levels of your IV (what are the conditions that you'll be comparing at the end). <u>Hint:</u> it may help to choose something where you can split up your workers where some are exposed to each level.
4. For the experiment, what is your DV? What is the outcome that you'll measure at the end and compare the groups? Be specific (survey? counting something?) How will you know the problem is "fixed"? It must match up with your original "problem" from #1.
5. Methodology: Will all of the employees be used? Why or why not? What kind of methodology will you use to ensure their assignment to their specific condition will be random ? How long will the experiment last?
6. What are some other logistical problems (e.g., time, cost, space, etc.) that you might face while trying to complete this experiment?

Sample assignment: Mock Job Analysis

Directions: Conduct a mock job analysis by interviewing a friend, family member, etc. (not a coworker) who is currently employed and has been at that workplace for at least 6 months. **This person should not be working at a company that you have ever worked for.**

Prior to the interview:

- Print out the descriptions/examples of KSAOs as a guide for your interviewee for question #4
- Ask the interviewee what their job title is and look it up on O*Net ahead of time for questions #5/6
- Look over all of the questions listed and then brainstorm any additional questions that you personally thought of that aren't represented for question #8
- Figure out how you will take notes efficiently & effectively (writing, typing, recording, etc.)
- Optional: give some background regarding the course & assignment to the interviewee to help them better understand what you need from them in order to be successful

For the interview:

1. Give an overall description of the interview: (2 points)
 - a. Relationship with the interviewee:
 - b. How the interview was conducted (face-to-face, over the phone, etc.):
 - c. How long the interview lasted:
2. Give some specifics about the position/job: (5 points)
 - a. Name and purpose of the company:
 - b. Approximate size of the organization:
 - c. Job location:
 - d. Interviewee's job title:
 - e. How long the interviewee has been at that organization and/or at that position/job:
3. **Describe** the work environment, (based on interview) including a description of the: (5 points)
 - a. Physical work environment (i.e., building, office, warehouse, etc.)
 - b. Physical demands
 - c. Typical amount of interpersonal contact & with whom
 - d. Amount of expected teamwork
 - e. Amount of supervision typically required to get the job done
4. **Fully describe** 5-8 KSAOs that are essential to job performance based on the interview, NOT the O*NET. Make sure to elaborate on WHY they're important. (8 points)
5. Give an explanation of how the job is classified in the O*NET (including the title, occupational code (ex. 25-1066.00) and 3-4 tasks) <http://www.onetonline.org/> (4 points)
6. Describe how **you** think the description online matched up with the description/KSAOs from the interviewee. Then **show the interviewee** the list of tasks and **elaborate** on some specific KSAOs the interviewee agreed or disagreed with. (4 points)

7. What are the aspects of the job that the interviewee likes the most? What are some aspects that are liked the least? Is there anything that would make the interviewee more satisfied with the position? If so, what? (4 points)
8. Ask 1-2 additional questions that you came up with on your own. Include the question along with the response given. (4 points)

After the interview, complete the following:

9. Describe any challenges you faced while interviewing the incumbent and completing the job analysis. (4 points)
 - a. What were some barriers to obtaining accurate responses from your interviewee?
 - b. If you could do it all over again, what would you do differently?

Sample assignment: Stress in the Workplace Movie assignment

Directions: A number of movies include themes that directly apply to the concepts discussed in Chapter 11 – job stress, work-family conflict, job loss, and workplace conflict/violence. Watch **one** of the movies listed below (or ask for approval to use a different movie) and write a 2-4 page paper based on the parts below

Movie choices: One Fine Day (1996), You’ve Got Mail (1998), Jerry Maguire (1996), Office Space (1999), The Devil Wears Prada (2002), Two Weeks Notice (2002), North Country (2005), Fun with Dick and Jane (2005), No Reservations (2007), Up In the Air (2009), The Help (2011), Captain Phillips (2013), Draft Day (2014), The Intern (2015), Zootopia (2016), Hidden Figures (2016) (NOTE: you must get approval to use a movie not listed)

Provide the title of the movie and the year it came out, a brief synopsis in your own words (do NOT just copy from IMDB!) including pertinent characters, and why you chose it .
Choose a Ch11 textbook concept relevant to the movie (e.g., job loss). Define/describe it FULLY including some causes or consequences <u>based on the information found in the textbook/lecture</u> . Then describe a scene in the movie and how it aligns with the textbook concept chosen.
Choose another (not overlapping with the first) Ch11 textbook concept relevant to the movie. Define/describe it FULLY including some causes or consequences <u>based on the information found in the textbook/lecture</u> . Then describe a scene in the movie and how it aligns with the textbook concept chosen.
Describe how the character(s) responded to the issues/conflicts (i.e., how did they cope?). Describe whether the coping strategies were effective and what other coping strategies they could have used.
Was this an accurate portrayal of the textbook concept(s) you chose? Why or why not?

Sample assignment: My Dream Company

Directions: For the final assignment, **pretend** that you are starting your own company/organization and use the concepts from this class to make your decisions (do not tell me about a current company/organization that already exists). You will describe your fake company, answer **FOUR** of the 8 questions on the back when writing your paper, and then write a conclusion paragraph. Be sure to use information from the textbook (note the chapter) to back up your reasoning/decision.

Fully describe the overall organization or company. Include: purpose, location, size/approximate number of employees, positions/job types, stand-alone or chain, product/deliverable, etc. Must also include why you chose this type of company. Be specific and give enough information to show you've put thought into it. Do NOT use a company/organization that already exists!

Answer **FOUR** of the 8 questions below. Each of the 4 questions must **start its own paragraph** (not numbered) although each question can consist of more than 1 paragraph. Make sure to **note the chapter** the information is coming from for each question. Be specific in your answers and use terminology/definitions from the chapter.

Write a general conclusion paragraph

Answer FOUR of the 8 bullets below fully – read it carefully and include all parts.

- How are workers recruited? Once they apply, how are they selected by the organization? What will be included in the process (e.g., tests, interviews, application blanks, assessment centers, etc.) and who will be included (e.g., managers, current employees, etc.)? Describe the process **fully**.
- What kind of training/development will be utilized for the new hires? Do you foresee continuing education/training to be necessary for current employees over time? Why or why not? And if so, what kind? How will the training(s) be conducted? How will you measure the effectiveness?
- What behaviors will convey to you that they are motivated? How will you motivate your employees? What will be used and why? Will it come from the higher management or lower-level management or both? Describe the theory you will base this on. How will you measure/assess whether the motivational techniques have worked?
- What will the process entail for appraising performance? Describe your reasoning for how often they will be evaluated and by whom. What criteria will be used to appraise employee performance? Describe how the job/position may influence the appraisal process.

- Describe 2-3 specific stressors that employees may experience at this company. Who will experience those stressors and how might the job/position play a role? What specific consequences from the stressors will you be concerned about? What will you do to address or minimize those stressors?
- Fully describe how you will try to minimize absenteeism and turnover and include what you think might cause them. What are some possible counterproductive behaviors and how will you deal with them? What are some possible causes of employee negative attitudes and what will you do about them?
- How will you determine the appropriate pay levels for different jobs and employees? Will you make the pay level available/transparent for everyone to see? Why or why not? What are some negative consequences for your choice regarding transparency?
- What kind of leadership approach or theory will you utilize? How will it be applied? How might the supervisor/job/subordinate play a role in this decision? Describe fully.