

## Introduction to Industrial/Organizational Psychology

PSY 445 – Winter 2018

Prof. Paul Curran, PhD

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Section 01: W 6:00-8:50pm, AuSable Hall 2130

Prerequisites: PSY 101

Office Hours: M/W, 12:00-1:00pm, other times by appointment

Office Location: Au Sable Hall 2115

Office Phone: 616 331 8514 (email is recommended)

### I. Course Overview

This course is designed to be an introduction to the field of Industrial/Organizational (I/O) Psychology. Simply put, I/O psychology is a field of psychology focused on the scientific study and understanding of human performance and welfare in the workplace.

The purpose of this course is to give you a practical and functional understanding of I/O psychology through lecture and interactive exercises and projects. The course is structured to cover the main topics of I/O psychology in varying degrees of depth, providing students both a foundational framework for continued study in I/O psychology as well as practical insights into everyday elements of jobs and careers.

### II. About Your Instructor

- A. Contacting me.** The best way to contact me is via e-mail. I typically check e-mail throughout the day, but only during normal business hours (9 am – 5 pm). If you send me an email in the evening, you should not expect to get a response until the next business day.
- B. Office hours.** Office hours are listed above, but I am available to meet with you during other times, if you make an appointment with me by e-mail.
- C. My expertise.** I was trained as an industrial/organizational psychologist with a focus on quantitative methods. I earned a Ph.D. and a master's degree from Michigan State University and a bachelor of arts from Illinois Wesleyan University. I have conducted research in the areas of testing, psychological measurement, data quality and cleaning, motivation, feedback systems, perceptions of weather, and personality.

### III. Required Reading

**Required Text:** Work in the 21st Century: An Introduction to Industrial and Organizational Psychology, 4th or 5th edition. Landy, F.J. & Conte, J.M. (2016).

**Required Readings:** Additional required readings will be posted on the course website.

### IV. Evaluation

- A. Papers.** Throughout the semester there will be four paper assignments in which students are asked to write about topics in I/O psychology. These will vary in length but generally have a minimum around 500 words. More information about each of these papers will be discussed in class and posted on Blackboard.
- B. Projects.** Throughout the semester there will be four projects assigned which provide students an opportunity to think about I/O psychology topics more in depth. These will vary greatly in length and focus, and more information about each of these projects will be discussed in class and posted on Blackboard.
- C. Exams.** There will be two midterm exams and one cumulative final exam. The purpose of midterms is to give early feedback on your understanding of course material and make sure you are keeping up with the material. Exams will be a mix of multiple choice and short-answer format. The dates of the exams are firm – I will not change them on you at the last minute.
- D. Attendance.** I expect that you will attend all classes and participate actively. If you are absent from class, it is your responsibility to make up any missed material by consulting a classmate. Only then may you make an appointment to meet with me to ask follow up questions. Students must come to office hours prepared; specific questions are much more likely to be helpful than general ones.

There are no make-up lectures except in rare circumstances. There are no make-up exams, except in the following cases:

1. Excused absence for approved extracurricular/ religious holiday: Students should make arrangements with me at least two weeks before the exam to take the exam early.
2. Excused absence for illness: Students with documented illness or injury should (1)notify me immediately and provide documentation, and (2)make arrangements to take the exam at the soonest possible opportunity, but no later than one week following the scheduled exam. I reserve the right to give the exam in an alternative form.

Because this class meets only once a week, missing one class is equivalent to missing three normal (MWF) classes in a comparable class.

There are 30 points allocated for attendance in this class. Each absence will deduct 10 points from this total. If you miss class for any reason, you should contact me within a day of that absence.

For your first absence, you can get all 10 of these points back by writing a 500 word summary of the readings and content for that week along with a short worksheet for that week. Both of these are due one week after the start of the class that was missed. For your second and third absences, you can get 5 points back in this way.

If you miss four or more classes you should set up a meeting with me to discuss these absences. I reserve the right to deduct points from your final grade above and beyond these initial 30 in the case of consistent absences.

- E. Homework/Reflections.** This component of the course will be a combination of small assignments given out over the course of the semester. These will generally be administered using Blackboard, but will always be discussed in class as well.

One main element of this will be weekly reflections looking back on what you've learned that week during the class. A main goal of these reflections is to help bridge the week-long gap between class sections due to the fact that we only meet once a week.

- F. Quizzes.** Short Blackboard quizzes will be used to incentivize students to do the readings and attend class. These quizzes will be taken on Blackboard and explained in more detail in class. There will generally be a quiz at the end of each week that did not contain an exam.

- G. Article Critiques.** Over the course of the semester students will write two short papers based on recent articles (within the past 5 years) that they find in any approved I/O Psychology journals (two safe choices are Journal of Applied Psychology and Personnel Psychology). The choice of articles is up to the student to allow for examination into topics that the student finds the most interesting. These papers will summarize the potential findings of the article and ways that those findings could have an impact on people's experiences in the workplace.

- H. Participation.** Students get the most out of class when they are engaged in that class. As a professor I will try to keep class as engaging as possible, but I can only do so much. Half of the responsibility for staying engaged is on you, the student.

Part of this is attendance, but even being in the class is only part of it. It's terrifically easy to get distracted on your computer or phone, and paying attention to something else and hoping that you occasionally catch the important stuff is a fairly

poor learning strategy.

I will not require you to raise your hand and ask questions or speak up to get these points, but simply to be present and engaged in the class lecture, discussions, and activities.

- I. **Extra credit.** There is no fixed extra credit for the class, though opportunities may arise throughout the semester. These opportunities will be discussed if and when they arise, but will not be a large component of the grade if they do. A standard extra credit assignment may be expected to be a 1% boost to your final grade.
- J. **Late policy.** Unless otherwise noted above, the late policy for written work is as follows. Work may be submitted early, via Blackboard, for any assignment. The deadline for all assignments, unless otherwise specified, is 11:59pm on the day prior to class.

**Work that is submitted past the deadline FOR ANY REASON receives a one full letter grade (10%) deduction per day late (e.g., a paper that earns an A is worth a B if 0-24 hours late; a paper that earns an A is worth a C if 24-48 hours late).**

Furthermore, no work may be submitted after the official close of the semester without an approved course extension. (Such extensions are granted in only the most extreme, and documented, circumstances.)

**Point breakdown by category.**

ASSIGNMENT	POINTS	% OF TOTAL
Papers (x4)	80	16%
Projects (x4)	80	16%
Quizzes	40	8%
Attendance	30	6%
Homework/Reflections	50	10%
Participation	15	3%
Article critiques	30	6%
Midterm Exams (2x)	50 + 50	20%
Final Exam	75	15%

**V. Grading Scale**

GRADE	PERCENT
A	94%-100%
A-	90%-93%

B+	87%-89%
B	84%-86%
B-	80%-83%
C+	77%-79%
C	74%-76%
C-	70%-73%
D	66%-69%
F	≤ 65%

**THESE ARE FIRM CUT-OFFS.** I round up to the nearest percent (e.g., 86.5% rounds up to 87% and equals a B+, but 86.4% rounds down to 86% and equals a B). The point categories listed above reflect this rounding. **DO NOT** attempt to negotiate grades with me. It is your responsibility to make sure your grade ends up where you want it to be. I have provided ample extra credit opportunities for students who wish to improve their grades. Students who want to improve their *learning* (and therefore their grades) should see me *early* in the class for assistance. I will *not* negotiate grades with you, but I will do everything in my power to help you put in the necessary work to be as successful as you desire.

## VI. Disability Accommodation

Any student in this class who has special needs because of a learning, physical, or other disability, please contact me and Disability Support Services (DSS) at (616) 331-2490.

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. It is the student's responsibility to request assistance from DSS.

## VII. Academic Honesty

**Unless otherwise noted, all work for this course should be independently completed. Students should take special care to provide proper citation of sources when submitting written work. Adopting words, passages, or ideas without citation is plagiarism and will be treated as such per GVSU guidelines. Furthermore, students should not self-plagiarize, that is, reuse their own work from another course.**

**Academic dishonesty will result in, at minimum, a double zero for the assignment in question. Depending on the degree of academic dishonesty, it may result in a simple failing grade for the entire semester. All academic dishonesty will be reported to appropriate administrative divisions of the university.**

The following are statements provided by the university and can be found in the Student Code, Sections, 223.00 and 223.01.

“Students will do original work and will not take or receive the efforts of another person on any

test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by the instructor. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code (Section 223.00 and 223.01) related to academic integrity. Furthermore, be sure to reference sources at all times. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so we can eliminate that uncertainty.

No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from the internet, books, periodicals, speeches, or from the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.”

### VIII. Our Social Contract

In order for this course to function optimally, we both have parts to play, and when we each do our part, everyone benefits.

As professor, I promise to always do my very best to select interesting and thought-provoking course material. I will prepare course materials to the best of my abilities, and I will make decisions about the course according to the learning goals I have outlined here. I will act fairly – holding every student to the same high standard and providing equal opportunities for success.

As student, you promise to prepare diligently for class, to always contribute to the best of your abilities, to never cheat or act dishonestly, and to treat your classmates and me with the highest respect. You will do your best to attend class and be on time. You will not ask me to grant you special privileges that aren't available to the rest of your classmates, in order that I may adhere to my promise to be fair and just to all of you.

### IX. Course Calendar

Wk.	Date	Topics	Reading/Homework/Due
1	1/10	Introduction Syllabus History	Read: Chapter 1
2	1/17	Methods Statistics Measurement	Read: Chapter 2 Due: Paper 1
3		Individual Differences	Read: Chapter 3

	1/24	Intelligence Personality	Due: Project 1
4	1/31	Job Analysis	Read: Chapter 4
5	2/7	Performance & Performance Appraisal	Read: Chapter 5 Due: Article Critique 1
6	2/14	Selection & Legal Issues	Read: Chapter 6 Due: Project 2
7	2/21	Training & Development	Read: Chapter 7 <b>EXAM 1</b>
8	2/28	Motivation	Read: Chapter 8 Due: Paper 2
		SPRING BREAK	NO CLASS
9	3/14	Attitudes/Emotions/Moods Job Satisfaction	Read: Chapter 9 Due: Paper 3
10	3/21	Stress Justice & Fairness	Read: Chapter 10, 11.1, & 11.2 Due: Project 3
11	3/28	Teams Diversity	Read: Chapter 13, 11.3 Due: Article Critique 2
12	4/4	Leadership	Read: Chapter 12 <b>EXAM 2</b>
13	4/11	Org Change Climate & Culture	Read: Chapter 14 Due: Paper 4
14	4/18	Consulting Practical Skills	Read: TBD Due: Project 4
15		Cumulative Final Exam	<b>FINAL EXAM*</b>

\* For final exam times check here: <https://www.gvsu.edu/registrar/academiccalendar.htm>