

INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (PSYC 320)
12:30-1:50 TR/ Alumni Hall 0401
Dr. Nordstrom
Fall 2009

Professor:

Dr. Cindy Nordstrom
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Textbook:

Levy, P. E. (2006). *Industrial/Organizational Psychology: Understanding the Workplace (2nd Edition)*. Boston, MS: Houghton Mifflin.

Course Description:

This course is designed to introduce you to the science and practice of industrial/organizational psychology. We will cover the theories, principles, practices, and challenges of the field. The topics surveyed in this course include personnel selection, training, performance appraisal, satisfaction, motivation, and leadership.

Course Objectives:

Upon completion of this course, you should:

1. Understand the type of work performed by industrial/organizational psychologists.
2. Understand the major theories, principles, and practices of the field.
3. Be able to use the principles and theories of industrial/organizational psychology to understand your own organizational experiences.
4. Be able to effectively communicate your ideas about industrial and organizational psychology.

My Teaching Philosophy:

I believe that a teacher's role is primarily to provide guidance to students in their study of the subject matter. I believe the learning process is a collaborative one – with students and teachers joining together in working toward a better understanding of the material. I will urge you to take an active role in what you are learning. We will be doing a number of in-class activities, role plays, and group projects in class. I believe that both teaching and learning should be fun. I want all of us to enjoy the class and the experience of learning about I/O psychology.

I also believe that students should be expected to read the text and understand a sizable portion of its content. Thus, I do not feel compelled to lecture word-for-word from the text. Instead, I will supplement what the text covers with additional material. I will review those concepts discussed in the book that are particularly difficult to understand, but beyond that, I will be covering fresh ground. I encourage you to ask questions at any time to clarify text material or the content of my presentations.

Creating a Learning Environment: In order to achieve the goals of this course, we must work together. As a professional educator, I pledge to provide, to the best of my ability, meaningful material and experiences for you to meet the course objectives. In order for me to do this, a healthy learning environment must exist. Therefore, all students are expected to be attentive and polite to fellow students, guests, and instructors. Keep in mind that not everyone will share your viewpoints and opinions. Be respectful of others' ideas.

Part of showing respect to me and your colleagues also involves being a good "class citizen". Behaviors such as reading the newspaper, text-messaging, doing work for another class, sleeping in class, carrying on private conversations, or other potentially disruptive behaviors will not be tolerated. TURN OFF your cell-phones/pagers before entering class. Also, do NOT pack up your books/belongings before class is over. If you must occasionally arrive to class late or leave early, please enter and leave in as nondisruptive a manner as possible. Thank you for these courtesies to myself and others.

If the behavior of a fellow student or myself is inhibiting your learning experience, please let me know immediately. Also, if you have special learning needs and/or are physically disabled, please let me know how I may best accommodate you and help you achieve maximum learning from this course.

Attendance:

Students are expected to be in class. Consistent with University policy, if a student misses more than 5 classes without prior approval, he/she will be dropped from the course. Additionally, in the event that a student must miss a class, it is his/her responsibility to determine what they have missed.

Exams:

There will be four exams in this course. Each is worth 80-100 points. The format for the exams will be announced in class. They will generally consist of a combination of multiple choice and essay questions. The final exam will be non-cumulative.

You are expected to take all exams at the scheduled time unless you have a legitimate and documented excuse. If you cannot take the exam and have an acceptable excuse, you must notify me before the exam by calling the Psychology Department and provide appropriate documentation. All make-up exams will consist entirely of essay questions.

You may, however, take an exam early if you must miss class for a University-sponsored event (such as band, debate, or your position on a sports team) if you make arrangements with me one week prior to taking the exam. If you know or suspect that you have a learning disability, test anxiety, etc. you may arrange to take your exams through the Office of Disability Concerns.

Finally, cheating or plagiarism will not be accepted and will result in a grade of E for the course and disciplinary action by the appropriate University body.

Disputing a Grade:

After reviewing an exam, you may write a rebuttal for any item for which you believe you chose the correct response. You must do this within one week after an exam is returned to you. Your rebuttal must be typed. Please include your name, social security number, section of the course, and date.

Rebuttals which cite pages of the text or dates of the lecture which prompted your answer will be given preference. Rebuttals are voluntary and "compulsive" students should avoid rebutting every question missed (please keep in mind the story of the "boy/girl who cried wolf!").

Each exam has its own "statute of limitations". You will have one (1) week following each exam date to review your exam, reconcile any grading discrepancies, argue questions, etc. After the week has elapsed, there will be no grade adjustments.

Assignments:

There will be a number of short (10-50 point) assignments during the semester. These will be announced in class as will the grading criteria. In addition, there will be an organizational diagnosis paper. Assignments are due on the assigned date at the beginning of class. Assignments that are turned in late (including at the end of class or later that day) will be docked one letter grade for each day they are late.

Paper Assignment:

Each student will team up with 2 other colleagues in class and critically examine an organizational issue. Specifically, your paper should describe an organizational problem and suggest a research-based solution to the problem. The paper should be type-written and approximately seven to ten double-spaced pages. Each group will turn in one paper and partners will receive the same grade for the project.

Organization of the Paper

Each pair's paper should be divided into three sections using subheadings. Strong introductory and summary paragraphs will help strengthen your paper's organization.

Introduction (20 points)

In the first section, you should briefly describe the organization you have chosen to write about. For example, you will want to describe the type of business it is, the number of people employed, their goals, etc. Next, clearly state the human resource problem they are experiencing. Describe the extent and nature of the problem and the relevant factors involved in the problem. This section should be approximately two to three pages long.

You may write about any organization. It does not have to be a major corporation. Examples of organizations used by previous students include: local police departments, Dairy Queen, Shenanigan's, Motormart, SIUE Food Services, IBM, Anderson Hospital, Monsanto, etc. The problem should be relevant to industrial/ organizational psychology. For example, problems may involve recruitment, selection, placement, performance appraisal, training, compensation, satisfaction, motivation, leadership, organizational structure, etc.

Literature Review (40 points)

In the second section of your paper describe the research regarding this issue. Review the most recent psychological journals which include: *Journal of Applied Psychology*, *Academy of Management Journal*, *Academy of Management Executive*, *Personnel Psychology*, *Personnel*, *Personnel Administrator*, *Organizational Behavior and Human Decision Performance*, *Journal of Management*, *Journal of Vocational Behavior*, *Training and Development Journal*, *Public Personnel Administrator*, *Journal of Business and Psychology*, etc. You should include at least five current (1995-2007) references. Your textbook is NOT to be used as one of your five references.

Your literature review should be a concise (approximately 3-4 pages) summary of the literature available on the topic. It should not be a string of article summaries without transitions or interpretations of the implications for your situation. It should summarize the major theories and research conducted on this topic and discuss the implications for the case at hand.

Proposed Solution (30 points)

In the third section of your paper, carefully describe your recommendations based on your review of the literature and your knowledge of I/O psychology. Identify what factors may affect your solution's success or failure. This section should be approximately one to two pages long

Format (10 points)

The format of your paper will be assessed on organization, grammar, spelling, appearance, etc. To ensure that you receive all of the points, please read and follow the directions below.

Each paper should begin with a title page. Please do NOT put your names on your paper. Use your social security numbers instead. Also do NOT put your paper in a notebook or binder. The paper should be neatly typed and double-spaced. Please proofread your paper carefully. If you have problems or questions about grammatical issues, see someone in the Writing Center for help.

Papers should conform to APA format. I expect you to use the format consistently and I expect to be able to easily locate all the pertinent information for each source you use. Your references should clearly identify the work you have cited by including the author(s), date and place of publication, title, journal title, publisher, volume, and page numbers.

Each work you cite should be clearly identified to avoid plagiarism. Papers should include no more than 2 direct quotes. It is usually better to paraphrase rather than to quote directly. Remember you still must cite the authors you have paraphrased. Also keep in mind whose ideas you are citing when you refer to from the textbook or from class notes. The textbook and lectures generally summarize the work of others. Therefore it is more appropriate to locate and cite the original author.

Due Date

Your paper is due on Thursday, Nov. 19th at the beginning of class. There will be a substantial penalty for papers that are handed in late. Each paper is worth a maximum of 100 points when handed in on time. If your paper is handed in late, it will be docked one letter grade for each day that it is late. Do NOT hand your paper in late. Also, do NOT email me your paper.

Grades:

Course grades will be determined by your scores on four exams, one paper, and various other assignments. These assignments may include homework, group activities, and quizzes. These will also count toward your final grade.

Test 1	100 points
Test 2	100 points
Test 3	100 points
Test 4	80 points
Paper	100 points
Other assignments	TBA

The following grading scale will be used

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Psychology department policy on incomplete grades, pass-no credit option, and withdrawal:

It is your responsibility to officially withdraw from this course through the Enrollment Office by the dates set by the University if you do not intend to complete this course. If you do not withdraw and do not complete the course, you will receive an E. Only under special circumstances will I agree to give you an INC grade and allow you to complete the remaining work for the course (no later than the end of the following semester). An INC is never automatic but must be approved by me. If I agree to give you an INC grade, we will fill out a form indicating why an INC was given. This form will be on file in my office and if the work is not completed by the specified time, the grade will be changed from an INC to an E.

Psychology Department policy on plagiarism:

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost."

(<http://www.siue.edu/POLICIES/1i6.html>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/PSYCHOLOGY/plagiarism.htm>.

How to succeed in this course:

1. Attend class and work to be an active participant.
2. Read the assigned material before our class meeting time.
3. When reading, try to make the material as self-relevant as possible.
4. When rereading a chapter or your notes from class, take notes.
5. Budget your time so that you are able to read each chapter a minimum of twice.
6. Spend extra time studying material with which you have initial difficulty.
7. Develop a relationship with someone in class. This person may be a resource if you a) miss class and need notes, b) can't read/understand your notes, c) want a study partner.
8. Make use of your professor's office hours.
9. If you are having difficulty, come see me.
10. Be prepared to spend 2 hours outside of class studying for every hour spent in class.

In conclusion, welcome to Introduction to Industrial/Organizational Psychology! I wish you success in the course and look forward to working with you this semester.

Tentative course schedule:

Date	Topic	Reading Assignment
<i>Week 1</i>		
T Aug. 25	Introduction to the Course	Introduction
R Aug. 27	History of I/O Psychology	Chapter 1
<i>Week 2</i>		
T Sept 1	History/Research Methods	Chapters 1 & 2
R Sept 3	Research Methods	Chapter 2
<i>Week 3</i>		
T Sept 8	Job Analysis	Chapter 3
R Sept. 10	Job Analysis	Chapter 3
<i>Week 4</i>		
T Sept. 15	Job Analysis	Chapter 3
R Sept. 17	Exam 1	Chapters 1-3
<i>Week 5</i>		
T Sept. 22	Performance Appraisal	Chapter 5
R Sept. 24	Performance Appraisal	Chapter 5
<i>Week 6</i>		
T Sept 29	Predictors	Chapter 6
R Oct 1	Predictors	Chapter 6
<i>Week 7</i>		
T Oct 6	Selection Decisions and the Law	Chapter 7
R Oct 8	Selection Decisions and the Law	Chapter 7
<i>Week 8</i>		
T Oct 13	Exam 2	Chapters 5-7
R Oct 15	Training	Chapter 8

Week 9

T	Oct 20	Training	Chapter 8
R	Oct 22	Motivation	Chapter 9

Week 10

T	Oct 27	Motivation	Chapter 9
R	Oct 29	Motivation	Chapter 9

Week 11

T	Nov 3	Job Attitudes	Chapter 10
R	Nov 5	Job Attitudes	Chapter 10

Week 12

T	Nov 10	Job Attitudes	Chapter 10
R	Nov 12	Exam 3	Chapters 8-10

Week 13

T	Nov 17	Group Processes	Chapter 12
R	Nov 19	Group Processes	Chapter 12

Week 14

T	Nov 24	NO CLASS: THANKSGIVING BREAK	
R	Nov 26	NO CLASS: THANKSGIVING BREAK	

Week 15

T	Dec 1	Leadership	Chapter 13
R	Dec 3	Leadership	Chapter 13

Week 16

T	Dec 8	Leadership	Chapter 13
R	Dec 10	Exam 4 (80 points)	Chapters 12-13

Week 17

W	Dec. 16 12-1:40	Course Wrap-up Attendance Required	
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