**Workplace Psychology**

**Psychology 345, Section 1**

**Fall 2021**

**MR 11:30 – 1:00, Virtual**

**Contact Information:** Quinn Knudsen

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**Office Hours:** By appointment

E-mail is generally the fastest way to contact me outside of class. I welcome any questions or concerns you may have. I do not keep scheduled office hours and I’m happy to find time that fits your schedule.

You should regularly check your email and Moodle. In accordance with college policy, I will use your Ramapo College email and Moodle to communicate with you about all course-related matters.

**Course Description and Philosophy**

Welcome to the world of Industrial-Organizational Psychology! This course will introduce you to the study of behavior in the workplace. Much of our adult life is spent in the work world, so it is important to understand work behavior, the context in which it occurs, and the processes used to organize it. We will investigate these and many other issues in this course.

Psychology can be summed up in two sentences:

* “*Psychology is the study of overall trends, not individuals*.” Keep this in mind whenever we discuss something, and you think to yourself “but I’m not like that!”
* “*It depends*.” Psychology is not a very black and white field; there are lots of shades of gray. Keep both these ideas in your mind throughout the semester.

**COURSE DESCRIPTION**

Introduction to Industrial and Organizational Psychology covers psychological techniques, principles, and theories applied to the study of individuals and groups within organizations. Topics include personnel selection, evaluation, performance, training, motivation, work stress and well-being, teams, and leadership. Students taking this course can expect to build their knowledge of core psychological principles, learn applications of psychological principles to the workplace, and gain experience with potential career and educational opportunities in I-O psychology.

**Course Objectives & Outcomes**

Very quickly into this course, you will find out that it is not enough to memorize words I lecture at you. This course requires you to be an *active learner.* You will need to work on your own, figure out concepts on your own, and seek out help if you need it. And most importantly – you need to *understand* what you are learning. Without realizing it, it can be easy to memorize words without knowing what they mean. This course will challenge you to go farther than just that.

To encourage this, the goals of this course are explicitly for you to develop *both your knowledge and skills*. When you successfully complete this course, you will be able to demonstrate the following:

1. *Knowledge*: you will understand (instead of simply memorize) the following topics:
   1. You will have an understanding of the basic concepts for understanding workplace human behavior, such as employee performance, employee feelings, and job analysis.
   2. You will have an understanding of the processes for new employees, such as assessment, selecting new employees, legal issues in hiring, and training employees.
   3. You will have an understanding of issues relevant to employees currently at the workplace, such as performance appraisal, teamwork, employee stress, and leadership.
2. *Skills*: you will be able to demonstrate the following skills:
   1. A*pplication*: you will be able to use major I-O Psychology concepts in real-life-type situations, as well as see how they apply to your own life. Specifically:
      1. You will be able to create assessment methods for a job.
      2. You will be able to develop a training program for a job.
      3. You will be able to construct a performance appraisal form for teamwork.
      4. You will be able to describe a leader’s style using theories.
   2. *Communication:* you will be able to effectively communicate your understanding of I-O Psychology concepts into scientific and non-scientific language. Specifically:
      1. You will be able to orally present clearly and effectively to the class.
   3. *Teamwork*: you will be able to comfortably and effectively work with others on projects in both short-term and long-term projects. Specifically:
      1. You will be able to work well with others during in-class activities.
      2. You will be able to work well with others during the group project.

Here is how the assignments connect to the course objectives:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Knowledge** | **Application** | **Communication** | **Teamwork** |
| Exams | **X** | **X** |  |  |
| In-Class Activities | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** |
| Final Paper | **X** | **X** | **X** |  |

**EVALUATION PROCEDURES**

**Exams**

There will be two exams in this course. The first exam will be worth 25 points covering all the topics we have gone over up to that point in the semester (Industrial Psychology). The second exam 25 points covers new material that we will go over in the weeks after the first exam (Organizational Psychology). I will provide you with a list of key areas that you should review in preparation for the exam.

Exams will be a mix of multiple choice and short essay questions. Partial credit will be awarded for short essay question answers that come close to the correct answer, but may be lacking one or two key points (i.e., these questions will not be “all or nothing” in terms of point distribution).

**In-Class Activities**

In class activities are a great time to learn to work in a group to solve a real-world problem. There will be 8 in-class activities to earn the 10 points. During the activities, you will have time to work in small teams to solve a business problem and present back to the class. All in-class materials should be uploaded and submitted to Moodle with each team member’s name included to receive full credit.

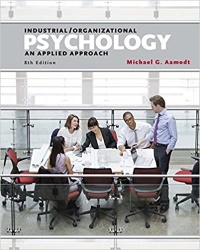
**Group Project & Presentation**

We have all been on teams throughout our lives, professional or personal and know that it can be hit or miss with making sure everyone contributes to the effort. However, in the workplace, the majority of you will be spending time working in teams every day. Set good habits now and establish team norms and rules at the beginning to make sure everyone has their part and pulls their weight. For this project, you will be designing a system to select, evaluate, train, and develop a role into a leader.

**Final Paper**

The final paper will consist of a 5-8 (10 maximum) page report in APA format. You will be presented with a hypothetical scenario for a fictional company that is experiencing some detrimental human resource issue(s). You – as a budding I/O psychologist – will first be asked to give one potential I-side (e.g., selection, training) and one potential O-side (e.g., employee motivation, occupational health) explanation for why the problem may be occurring. Then, you will be asked to propose evidence-based (e.g., supported by empirical research) interventions targeted at one or both of your identified explanatory mechanisms.

**Textbook**



**Industrial/Organizational Psychology: An Applied Approach, 8th Edition Michael G. Aamodt, 2016**

Please be sure to get a copy of this book as soon as possible – you will not be able to do well in the class if you don’t have your own copy.

Additional assigned readings will be available on Moodle.

**Technology Requirements**

Assignments/quizzes will require internet access to complete, and you will need access to Moodle to download course materials. Therefore, it is recommended that students have easy access to a computer with internet connection.

**General Class Policies**

**Synchronous, Online-Only**

This course will be fully virtual, so all students will be in attendance at each Monday Thursday lectures. Exams and the final paper will be completed individually online and submitted via Moodle. Project work will be completed in groups.

**General Expectations**

This is an upper-level psychology course, and with this designation comes greater responsibility on the part of each student to contribute to class discussions and demonstrate their knowledge of course content. Therefore, I expect students to be attentive during lectures and participate in class activities.

**Attendance**: attendance is crucial to earning your in-class activity grade; but things happen. You are allotted two absences but will receive a deduction in your final grade for every absence after 3. *I will be flexible about showing up late and/or leaving in the middle of class. However, if this gets abused, then I will need to include this in your attendance.* **Please contact me when you know that you will be missing a class.** College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance. (<https://www.ramapo.edu/fa/arc/college-wide-policies-courses/>).

Attendance has been shown to be one of the best predictors of collegiate performance over and beyond high school GPA and collegiate acceptance testing (e.g., ACT/SAT) (Lucas & Bernstein, 2005). Hence for success in this course and to develop your understanding of I-O psychology, **attending every class should be a priority. You are paying for it, so why not show up?**

**Make-up Policy:** There is a strict attendance policy for missing exams, papers, in-class activities, presentations, or other assignments. If you must miss a deadline for a *medical reason or other serious, extenuating circumstance*, you must have a written excuse and you must contact me *before* so we can discuss alternative arrangements*. If you do not follow these procedures, you will not receive a make-up and will therefore receive a zero on the assignment.*

It is your responsibility to keep a copy of every assignment you turn in. Late work will be deducted 5% for every day it is late without any contact from the student or reasoning for submission tardiness. If you have a university-excused absence, you must receive approval of plans for turning in the assignments/making up quizzes with the instructor before/immediately after leaving on the university-excused absence.

**Academic Integrity:** Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found in the Ramapo College Catalog. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be referred to the Office of the Provost.Please note that this policy includes *every assignment in class.* If you get a grade on it, follow the policy! All instances of academic integrity misconduct will result in a zero for the assignment.

**A Note on Sexual Misconduct:** Ramapo College is committed to fostering a safe, productive learning environment. Title IX of the U.S. Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex and gender in education programs and activities. Title IX and our college policy prohibit sexual misconduct, including sexual harassment, domestic and dating violence, sexual assault, and stalking.  The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

 If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 (during business hours) or call the Public Safety Department at 201-684-6666 to request an Emergency On Call Counselor (during nights and weekends). If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact Kat McGee, the College’s Director of Title IX at 201-684-7220 or [kmcgee@ramapo.edu](mailto:kmcgee@ramapo.edu).

As a faculty member, I am required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Director with relevant details such as the names of those involved in the incident.

To learn more about your rights and resources please visit: [www.ramapo.edu/titleix](http://www.ramapo.edu/titleix)"

**Cell Phones in Class**: The use of any technology that is not course-related (e.g., cell-phones, tablets or laptops being used for things besides taking notes or having the readings handy) during lectures is distracting to yourself and your peers and will not be tolerated. I do not allow the use of cell phones unless you have a documented reason as to why you need to use them.

**Changes to the Syllabus:** I reserve the right to make changes to this syllabus as currently presented in order to accommodate the learning pace of students or help achieve the learning objectives of this course. Any changes will be announced in class or via Moodle, and it will be students’ responsibility to be aware of any changes.

**Grading**

**Grading Scale:** There will be a total of *100 points* in this class:

|  |  |  |  |
| --- | --- | --- | --- |
| **Detailed view**  93% – 100%: A  90% – 92.99% A- | 87% – 89.99% B+  83% – 86.99% B  80% – 82.99%: B- | 77% – 79.99% C+  73% – 76.99% C  70% – 72.99%: C- | 67% – 69.99% D+  60% – 66.99%: D  59.99% and below: F |

**Exams**: There will be two exams, each worth 2*5 points*. Exams will be a mix of multiple-choice and essay questions and will cover in-class material not in the textbook as well as material from the textbook not discussed in class. Sample questions will be discussed; exam questions are primarily applied (not definitional) questions.

Exams will be worth *50 point*s.

**In-Class Activities**: There will be multiple in-class activities and real-world case studies. Each will be worth 1 point. These projects will require you to apply class concepts to solve a real-world-type problem.

In-Class Activities will be worth *10 point*s.

**Group Project & Presentation**: You will give a group presentation this semester creating a system to select, evaluate and train a role of your team’s choosing. This assignment will require you not only to work with other students, but to also present in front of the rest of the class. If you cannot do this, you will need to drop the class.

The group presentation will be worth *20 points.*

**Final Paper**: You will submit a final paper at the end of this course demonstrating your mastery of the materials. The final paper will consist of an analysis and recommendations for a real-world case study using the case studied provided at the end of this syllabus.

The final paper will be worth *20 points.*

**Support Services**

**The Center for Reading and Writing:** As you can see from the grading structure, this course requires a lot of writing. You will struggle with this course if you lack good writing skills. If this is a concern for you, I strongly recommend you check out the Center for Reading and Writing. They have a variety of free resources and tutors available that could be very helpful to you. Their website is: <http://ww2.ramapo.edu/crw>

**Students with Disabilities:** If you are affiliated with the Office of Specialized Services (OSS), please notify me of your accommodations as soon as possible so I can work with you. If you have a documented disability and would like to take exam(s) in the OSS office, you *must* notify me *at least* seven days in advance, and you *must* bring me the OSS form to sign. Be sure to do this or you will have to take the exam in the regular classroom.

**Academic Honesty:** In this course you are expected to submit work that is your own. Exams, papers and groupwork should not be plagiarized or taken from another student, friend or other source outside of yourself. Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the College Catalog (<http://www.ramapo.edu/catalog-2020-2021/academic-policies/>) or on the Provosts website (<https://www.ramapo.edu/provost/academic-policies/>) . Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. A full view of Ramapo’s academic policies can be found with this link: <https://www.ramapo.edu/catalog-2020-2021/academic-policies/academic-integrity/>

**Course Schedule**

| **Week** | **Monday Class** | **Thursday Class** |
| --- | --- | --- |
| 1 |  | September 2  Introduction to I-O Psychology |
| 2 | September 6  Chapter 2: Job Analysis | September 9  IN-CLASS ACTIVITY 1: Job Analysis |
| 3 | September 13  Chapter 4: Selection Recruiting & Interviewing | September 16  IN-CLASS ACTIVITY 2: Selection Recruiting & Interviewing |
| 4 | September 20  Chapter 5: Selection References & Testing | September 23  IN-CLASS ACTIVITY 3: Selection References & Testing |
| 5 | September 27  Chapter 3: Legal Issues in Employee Selection   * IN-CLASS ACTIVITY 4: Legal Issues | September 30  Chapter 6: Selecting Employees: Evaluating Techniques   * Exam 1 Prep * ***Group Requests Due*** |
| 6 | October 4  **EXAM 1** (Chapters 1-6) | October 7  Chapter 7: Evaluating Performance |
| 7 | October 11  IN-CLASS ACTIVITY 5: Evaluating Performance | October 14  Chapter 8: Designing & Evaluating a Training System |
| 8 | October 18  IN-CLASS ACTIVITY 6: Designing & Evaluating a Training System | October 21  Chapter 9: Employee Motivation |
| 9 | October 25  Information Literacy Session: Literature Review for Final Papers | October 28  Chapter 10: Employee Satisfaction & Commitment |
| 10 | November 1  IN-CLASS ACTIVITY 7: Helping People to Like their Job 😊 | November 4  Chapter 12: Leadership |
| 11 | November 8  IN-CLASS ACTIVITY 8: Leadership   * Exam 2 Prep | November 11  **EXAM 2** (Chapters 7,8,9,10,12) |
| 12 | November 15  Chapter 13: Group Behavior, Teams & Conflict | November 18  Stress Management: Dealing with Life & Work |
| 13 | November 22  Group Project Day | **THANKSGIVING!!** |
| 14 | November 29  Chapter 14: Organizational Development | December 2  Chapter 11: Organizational Communication   * *Final Papers Due* |
| 15 | December 6  Group Project Day | December 9  Group Project Day |
| 16 | December 13  Group Presentations   * *Group Presentations Due* | December 16  Group Presentations   * *Group Presentations Due* |

Keep in mind that this syllabus may be flexible. There is a good chance I’ll have to change things up.

Of course, I’ll announce any changes made.

If you have any questions about anything on this syllabus, please feel free to ask me! A copy of this will also be posted on Moodle.

**Group Project & Presentation**

For this project you will be identifying a job of your choosing (this could be something you know well, aspire towards or an example from the course). Taking this job, you will design your strategy for a legally compliant system to select, evaluate performance, motivate and keep the employee satisfied and develop this incumbent into a leadership role using concepts discussed throughout the course. You will use at least 5 peer-reviewed articles and follow APA formatting (<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html>).

Please include all relevant examples in the Appendix such as: structured interview questions, behavioral rating scale, assessment questions etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus Area** | **Excellent (4)** | **Good(3)** | **Adequate (2)** | **Weak (1)** |
| **RESPONSE TO ASSIGNMENT:**  Oral presentations are expected to completely address the topic and requirements set forth in the assignment, and are appropriate for the  intended audience. | The presentation responds to the assignment and addresses the topic and all requirements, at an appropriate technical level for the intended audience | The presentation responds to the assignment and addresses the topic, but has minor weaknesses with respect to some of the requirements and/or appropriate technical level | The presentation responds to the assignment and addresses the topic, but has significant weaknesses with respect to some  of the requirements and/or appropriate technical level | The presentation does not respond to many of the requirements of the assignment, and/or is poorly tailored for the intended audience |
| **ANALYSIS AND DISCUSSION:**  Oral presentations are expected to provide an appropriate level of analysis, discussion and evaluation as required by the assignment. | Presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion  of alternatives, explanations, and examples as appropriate | Presented material is analyzed and evaluated and appropriate reasons, discussion of alternatives, explanations, and  examples are given for most of the main points | Presented material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points | The depth of analysis and evaluation of the presented material is not sufficient, and discussion contains unnecessary or trivial material |
| **ORGANIZATION:**  Oral presentations are expected to be well-organized in overall structure, beginning with a clear statement of the problem and ending with a clear  conclusion. | The presentation is well- structured; its organization contributes to its purpose. The problem is clearly stated and technical content is well ordered  for clarity | The presentation is generally well-structured, with only a few flaws in overall organization | The presentation has a defined structure, but the organization is not optimal for supporting the presentation’s content | The presentation is poorly structured; organizational flaws undermine its effectiveness and clarity |
| **STYLE/FORM AND FORMAT:**  Presentations are expected to be stylistically effective – that is, to consist of visual aids with well-chosen words and graphics which complement the speaker, and consistent with the  time limit of the presentation. | The visual aids (e.g. PowerPoint slides) are informative, well designed, easy to read, and complement the speaker’s content. The number of slides is consistent with the time limit of  the presentation | The visual aids are informative and generally supportive of the presentation, but could be improved to more effectively complement the speaker’s content | The visual aids are generally supportive of the presentation, but some of them are difficult to read, too busy, and/or not necessary for the intent of the talk | Visual aids are not designed to effectively to convey the information intended by the speaker |
| **SPEAKING SKILLS:**  Presenters are expected to use an effective speaking style which exhibits enthusiasm, generates interest in the audience, and communicates the  intended information. | Speaker is well prepared, establishes effective eye contact with the audience, speaks clearly and audibly, stays on topic and finishes the presentation on time | Speaker is prepared and familiar with the content of the visual aids, but may occasionally stray from topic and/or have other deficiencies in speaking style | Speaker is reasonably prepared but tends to look at visual aids for prompting, and is not able to communicate all of the intended content | Speaker is not prepared and has to read from visual aids or cue cards, does not use voice or body language effectively to engage audience in topic |
| **PROFESSIONALISM:**  Presenters are expected to dress appropriately for the audience and act in a manner expected in a professional setting | Speaker is appropriately dressed, avoids distracting body language during presentation, comports him/her self professionally throughout the  presentation | Speaker is appropriately dressed, generally acts professionally, but exhibits some minor lapses in decorum | Speaker is reasonably dressed, but some lapses in decorum detract from the presentation’s impact | Speaker is not dressed appropriately for the audience, does not present him/her self in a serious and professional manner |
| **CONCLUSIONS:**  Presentations are expected to draw appropriate conclusions and  recommendations based on its content | Key points are clearly re-stated at the end of the talk so that the audience clearly understands the  purpose of the technical work | The presentation has a conclusion, but some of the key points are not highlighted  effectively | The presentation has a brief conclusion but is not substantial in content | The presentation seems to end abruptly without any summation for the audience |

**Final Paper**

The final paper for this course is a showcase of the culmination of hard work throughout the semester mastering the course concepts.

You are in the shoes of an I/O Psychology consultant and your firm has been tapped to help cover a case at the Sports Scene Restaurant. Employee morale at the restaurant is lacking and action is needed to quickly amend things. You and your imaginary team will design and suggest ways to improve processes at the restaurant to turn things around.

**Final Paper Prompt**

*Read the following case study, and then design your strategy to improve things at the Sports Scene restaurant.*

Sheila, the Unhappy Sports Scene Waitress

Sheila is a waitress at the restaurant “Sports Scene.” She has been a full-time waitress there for 10 years but is really unhappy with her job. There are a number of reasons for this, but the biggest is the other servers’ attitudes. They are so lazy! Most of them do not do their fair share of the work so Sheila has to pick up their slack. For instance, at the end of the night when it’s time to close, Sheila has to clean their assigned sections because they are really slow and don’t put much effort in – resulting in everyone having to stay late. Sheila is a single mom of two so she can’t afford to stay late at work – she has to go pick up her kids! All the other servers are really nice and Sheila is friends with them outside of work, so she feels uncomfortable saying anything to them.

Things haven’t always been this bad. For many years, things were fine, but then Rita was hired as the new manager. Rita decided that all the server’s tips should be pooled; in other words, all the servers combine their tips into one pool and at the end of the night and everyone splits the tips evenly. With previous management, each server got to keep the tips that they made each night. Rita started this because she believes it will boost teamwork and inspire everyone to help each other out more. But in Sheila’s experience, it doesn’t work that way. When Sheila tried to talk to Rita about it, Rita yelled at Sheila. “Listen, Sheila – I don’t care what you think. I’M the boss, not you! Your job is to do what I say!”

Rita has also made things tough with the customers as well. In the past, when the customers were being rude and unfair to the servers, the old manager (Matt) would offer support and hear the servers out. Now, however, when the customer is being unreasonable, Rita says that the servers have put up with it, regardless of who was right or wrong. “Remember: the customer is ALWAYS right! They are the reason you are here – so deal with it!”

The regional manager recently spoke with Sheila and found out how unhappy she is. No one wants to see Sheila leave the restaurant, so they decide to hire you to come fix the problem. You are an I-O Psychologist consultant who is here to offer some solutions!

When addressing the above problems, identify them with evidence-based solutions discussed in this course, and keep in mind the various topics and theories we have gone over (selection, training, performance & rewards, teamwork, leadership development, Equity theory; social loafing, emotional labor to name a few).

Please design and suggest at least two interventions that would improve the Sports Scene restaurant and suggest ways you might use data to measure progress on your interventions.

A suggested format for this paper might follow:

* **Introduction:** What’s the business problem and why do we care? Hook senior leadership on why the investment in your I/O consulting is needed.
* **Interventions:** Here is the fun part where you get to be creative and design solutions that will improve operations at the Sports Scene. Please note that two is a suggested minimum-you can choose more!
* **Conclusion:** Your executives are sold on the need, they understand what you are proposing and the peer-reviewed evidence behind them, now it’s time for the icing on the cake. Restate your key points and solutions in a concise manner.

Figure 1: Final Paper Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | EXPERT | PROFICIENT | BEGINNER | BELOW |
| INTEGRATION OF KNOWLEDGE | The paper demonstrates that the author fully understands and has applied concepts learned in the course.  Concepts are integrated into  the writer’s own insights. The writer provides concluding remarks that show analysis  and synthesis of ideas. | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. |
| TOPIC FOCUS | The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis. | The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position. | The topic is too broad for the scope of this assignment. | The topic is not clearly defined. |
| DEPTH OF DISCUSSION | In-depth discussion & elaboration in all sections of the paper. | In-depth discussion & elaboration in most sections of the paper. | The writer has omitted pertinent content or content runs-on excessively.  Quotations from others outweigh the writer’s own  ideas excessively. | Cursory discussion in all the sections of the paper or brief discussion in only a few sections. |
| COHESIVENESS | Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | For the most part, ties together information from all sources. Paper flows with only some disjointedness.  Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent.  Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. | Does not tie together information. Paper does not flow and appears to be created from disparate issues.  Headings are necessary to link concepts. Writing does not demonstrate understanding any  relationships |
| SPELLING & GRAMMAR | No spelling &/or grammar mistakes. | Minimal spelling &/or grammar mistakes. | Noticeable spelling & grammar mistakes. | Unacceptable number of spelling and/or grammar mistakes. |
| SOURCES | 5 or more current sources, of which at least 5 are peer- review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special- interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are  authoritative. | 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. | Fewer than 5 current sources, or fewer than 2 of 5 are peer- reviewed journal articles or scholarly books. All web sites utilized are credible. | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. |
| CITATIONS | Cites all data obtained from other sources. APA citation style is used in both text and bibliography. | Cites most data obtained from other sources. APA citation style is used in both text and bibliography. | Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. | Does not cite sources. |

Adapted from: Whalen, S. “Rubric from Contemporary Health Issues Research Paper” <http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml>

**I-O Psychology Journals for Research**

Journal of Applied Psychology

Human Performance

Academy of Management Journal

Journal of Management

Journal of Managerial Psychology

Personnel Psychology

Psychological Science

Journal of Experimental Psychology

Journal of Business and Psychology

International Journal of Selection and Assessment

Journal of Organizational Behavior

Consulting Psychology Journal

Leadership Quarterly

Military Psychology

Psychological Assessment

Organizational Research Methods

Personality and Individual Differences

Journal of Research in Personality

Organizational Behavior and Human Decision Processes

Journal of Occupational and Organizational Psychology

Group Dynamics: Theory, Research and Practice

Journal of Vocational Behavior

International Journal of Training and Development

Journal of Personality and Social Psychology

Journal of Occupational Health Psychology