**PSY 3073 – Intro to Industrial and Organizational Psychology**

**Fall 2021 Syllabus**

**Instructor**: Kirby Hockensmith, M.A.

**Class time**: MWF 1:00 – 1:50pm

**Office**: Lorton Hall 207

**Office Hours**: MW noon – 1:00pm or by appointment

**Cell Phone**: (918) 513-2753

**E-mail**: kirbyhockensmith@gmail.com

**Website**: <http://harvey.utulsa.edu>

**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**

Student Learning Objectives

***SLO 1***: Gain an introduction to the sub-fields within Industrial-Organizational Psychology (PLO 1)

***SLO 2***: Learn potential career opportunities and graduate study topics within I-O Psychology (PLO 3)

***SLO 3***: Practice applying methods developed in industrial and organizational psychology to real world situations, including personal and professional goals. (PLO 2 & PLO 4)

Program Learning Objectives

**Goal 1: Knowledge Base of Psychology**

*Objective*: Students who complete the undergraduate program will have a knowledge base of major experimental findings and theoretical perspectives in psychology. The coursework in psychology offers flexibility to the students in developing different areas of interest.

*Outcome1.1*: Students will demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings in psychology.

**Goal 2: Research Methods in Psychology**

*Objective*: Students who complete the undergraduate program will understand and **be able to** apply basic research methods in psychology, including research design, data analysis, and interpretation

*Outcome 2.1*: Students will be able to review the scientific literature and generate hypotheses.

*Outcome 2.2*: Students will be able to analyze research data and generate an interpretation of the results.

*Outcome 2.3*: Students will be able integrate research findings and present them in an APA-style research paper or a conference-style presentation.

**Goal 3: Preparation for career/post graduate education in Psychology**

*Objective:* Students who complete the undergraduate program will have the information or skills required to pursue post-baccalaureate education or enter the workforce.

*Outcome 3.1*: Students who complete a psychology major will report that the psych undergrad program assisted in preparing them for employment or further education.

**Goal 4: Understand and apply psychological principles to personal, social, organizational, and diversity issues**

*Objective:* Students who complete the undergraduate program will be able to identify appropriate applications of psychology in solving problems such as the origins and treatment of abnormal behavior, tests and measurement, psychology-based interventions while recognizing the sociocultural contexts that influence individual differences in beliefs, values, and interactions.

*Outcome 4.1:* Students will be able to analyze arguments about the role and application of psychological research in society (e.g., fairness of psychological test use) and/or apply scientific reasoning to the particular issue or problem. This analysis will include descriptions of diverse perspectives, a description of how the perspectives relate to psychological theories or principles, and an articulation of a position on the matter supported by evidence.

**COURSE FORMAT/EXPECTATIONS**

This course will be fully in-person, so all students will be in attendance at each MWF lectures. However, we may be forced to transition to an online-only format due to safety decisions made by either the university or larger government entities. For now, exams and quizzes will be completed in-person, but other assignments (e.g., discussion board posts) will be completed online via Harvey.

Synchronous, Online-Only

In the event that in-person lectures are no longer possible, we will transition to a completely online format. All three lectures for each week will be held on Collaborate and all assignments, tests, and quizzes will be completed and turned in via Harvey (i.e., no in-person quizzes, tests, or assignments).

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 (either online or in-person) and demonstrate their knowledge of course content. Therefore, I expect students to be attentive during lectures and participate in class activities.

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.

**ASSIGNED READINGS AND REQUIRED MATERIALS**

Conte, J. M., & Landy, F. J. (2018). *Work in the 21st century: An introduction to industrial and organizational psychology.* John Wiley & Sons.

Additional assigned readings will be available on Harvey in their corresponding week folders (see course schedule below)

Technology Requirements

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

**CLASS POLICIES**

Attendance

Regular attendance is highly recommended. 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.

Late/Missing Work

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.

Under rare and extreme circumstances, students will be allowed to submit assignments late without a penalty or reschedule an exam date. Extreme circumstances must be unforeseen, unavoidable, and of a serious nature (e.g., car accidents, serious medical emergencies, and deaths in the family). In other words, printer jams, planned appointments, and similar excuses do not count. I reserve final judgment with respect to whether a situation constitutes an extreme circumstance or not. These same criteria apply with regard to class absences.

Communication

Professionalism is expected and required when you are communicating with myself or your fellow classmates. This applies to both in-person communication during class time and email correspondence. In emails, it is a best practice to include a descriptive subject so the recipient has a general idea of what the email pertains to (e.g., PSY-3073 Project Question). Always be courteous and open by greeting the recipient (e.g., Hi Kirby, …..) and close by signing off (e.g., Thanks, \*your name\*). Developing these simple habits now will be useful for the future and will ensure that the people you communicate with feel respected.

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 Harvey, and it will be students’ responsibility to be aware of any changes.

**EVALUATION PROCEDURES**

Exams (SLO 1, 3)

There will be two exams in this course. The first exam will be a midterm exam (100 points) covering all of the topics we have gone over up to that point in the semester. The second exam will be a final exam (125 points) that mostly covers new material that we will go over in the weeks between the midterm and final exam. However, some key content from the first half of the semester will be covered on this exam, too. I will provide you with a list of key areas that you should review in preparation for the more comprehensive questions on the final 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).

Project (SLO 1, 2, 3)

The final project will consist of a 6-8 page (10 maximum) page report in APA format. You will be presented with 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 an evidence-based (e.g., supported by empirical research) intervention targeted at one or both of your identified explanatory mechanisms.

Students will be given three hypothetical scenarios, and they can choose any of the three as the target of their project. These scenarios and other specific expectations and guidelines will be distributed as a handout on the first day of class.

Discussion Board (SLO 1, 3)

Students will make posts and interact with others on the Harvey discussion board for this course. Posts can be related to either a question you had while doing the readings for the week, something you found to be most interesting within the readings, or a compelling integration of the week’s content with prior topics the class has covered.

Discussion posts will be due noon of their corresponding week by Wednesday at noon. Students will receive full credit for the week (7/7 points) by posting one question/comment of their own and responding to the post of one other student. These posts are designed to facilitate students collaboratively thinking about and talking through important and interesting aspects of I/O psychology. I am not expecting paradigm-shifting questions/comments that shake the field of I/O psychology to its core. I simply want students to engage with each other about topics they find interesting or challenging. I may respond to posts if more clarification is needed, and I will also post questions of my own from time to time. However, students are not obligated to respond to these questions unless I explicitly ask you to.

*Note. Students are not limited to only one post and interaction, but this is all that is necessary to get all points available for the week.*

Quizzes (and Extra Credit Opportunities; SLO 1)

There will be 10 quizzes, total, over the course of the semester (dates for each quiz are on the schedule below). These quizzes are designed to help keep you engaged with the content and help me determine how well I am delivering course content.

Quizzes will be taken in the last 10 minutes of class. Each quiz will have 10 questions that pertain to course content covered since the prior quiz. Questions will be mostly multiple choice with one or two free response/essay questions. Each question is worth one point, and earning 8/10 points gets you full credit for the quiz. Each additional point earned will be extra credit that I will add onto your grade at the end of the semester. There are 20 possible extra credit points to be earned across all quizzes.

Research Participation (***REQUIRED***; SLO 2***)***

All students enrolled in this course are **required to complete 4 hours of research credit**. The main purpose of this requirement is to expose students to research methods used by psychologists either directly through participation in research projects or indirectly through reading and summarizing research articles. *If you fail to complete the mandatory 4 hours by Friday before Christmas Break, your overall percentage grade will be reduced by 10% = one letter grade*. The entire 4 hours must be completed satisfactorily to avoid the penalty. Students are strongly encouraged to **complete the 4 research credits by the last class of the semester** to allow time for retakes or alternative substitutions should the need arise.

There are two ways to earn research credits:

**OPTION 1: Research Participation**

You may choose to serve as a participant in a study conducted by Psychology Department faculty and/or graduate students. In this way, you will experience first-hand what psychology research is like. You may sign up for research participation using SONA (see separate handout). All research hours should be verifiable (almost always in SONA) by the last day of classes. Students seeking extensions must inform the instructor by that day as well.

Researchers in the Psychology Department take their studies seriously, offering students good-faith opportunities to participate in the growth of scientific knowledge. Good-faith participation is a reasonable expectation in promoting both high-quality research and fairness among participants. Accordingly, researchers may award research credits conditional on (1) conscientious (i.e., “non-random,” purposeful, accurate, meaningful) responding, (2) completion of a sufficient proportion of study materials to permit data usability (e.g., minimum 90%), and/or (3) full compliance with participation eligibility requirements. Specific conditions for compensation are described in the given study’s consent form. Students are urged to read those forms carefully in choosing whether or not to participate in a given study. If your responses are determined to be non-purposeful, incomplete, or otherwise unusable for targeted research aims, you may be asked to redo the study.

**OPTION 2: Research Report**

You may choose to write a brief review of a research article. Each review is considered the equivalent of 1 research hour. The review should be approximately 2 double-spaced, typed pages (1-inch margins, 12-point times-roman) and contain the following information:

* What the author(s) were trying to do; what were their hypotheses?
* How the author(s) did it; what methods did they use?
* What the author(s) found; were their hypotheses supported?
* What the author(s) concluded; what do their findings mean and imply?

All good psychological research articles will contain the above information, so you should have no difficulty finding the information you need. Articles must be from one of the Journals listed at the end of the syllabus, must contain a methods section, and ***must have been published in 2015 or later***.

All articles must be approved by the instructor before reports are submitted. No two students will be permitted to write a report on the same article (first come, first served). All reports must be written using your own words. ***Reports that are plagiarized or paraphrased excessively will earn 0 credit and be reported to the College as academic misconduct.*** A copy of the report and the article itself (including references) should be handed in with a cover page containing the following information:

* Article title, article author(s), year of publication, journal title, journal volume number and article page numbers, and your name.

Any combination of the two options is acceptable (e.g., 4 hours of research participation or 2 hours of research participation plus 2 reports).

***Students enrolled in multiple psychology classes in a given semester are required to complete only up to a total of 8 research hours to meet the research requirement for this course***; e.g., if you are enrolled in 3 psychology courses, each with a 4-hour research requirement, you need complete only 8 (not 12) to meet the research credit requirements in this course (and possibly the other 2; check with each instructor for clarity in such cases).

**GRADING INFORMATION**

Final letter grades will be assigned based on a percentage of the final points. *I DO NOT round*. The points you have at the end of the semester are the points you earned. The following point distribution and cut-off scores will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Points** | **Grade** | **Percent** |
| Exam 1 | 100 | A | 90 – 100 |
| Exam 2 | 125 | B | 80 – 89 |
| Project | 125 | C | 70 – 79 |
| Discussion Posts | 70 | D | 60 – 69 |
| Quizzes | 80 | F | 59 and below |
| ***Total points possible*** | ***500*** |  |  |

***IMPORTANT NOTE:*** No final grades will be rounded (e.g., 89.9% is a B). Opportunity to earn points back via extra credit on quizzes is available. I am open to discussing reevaluating grades for individual assignments, but the student will need to provide compelling evidence that they did not receive the grade they deserved.

**STUDENT RESOURCES AND UNIVERSITY POLICIES**

In-Person Face Covering Policy

For the Fall 2021 semester, wearing a face mask or face covering is required in all TU buildings, including during in-person classes, in-person labs, and all other gatherings. The requirement to wear a face mask or face covering in TU buildings is reflected in the Student Code of Conduct. If you come to class without a face mask or face covering, you will be asked to leave class and return with a face mask or face covering. All students will be provided with an initial supply of reusable masks and there will also be a supply of disposable masks for students’ use in designated pick-up locations across campus while supplies last. If you refuse to wear a face mask or face covering during an in-person class or other event on-campus, you will not be permitted to enter or stay in the class and may be referred to the Dean of Students who will address this as a disciplinary issue.

The University is committed to safety. In the majority of situations, people who cannot wear a face mask or face covering because of a disability/medical condition should make plans for remote access. Any person who believes they have a disability that prevents them from wearing a face mask or face covering as required, and believes they need physical access on campus, must apply for a disability accommodation. The University will review such requests and make determinations about any reasonable accommodations. Please reach out to request disability accommodations to studentaccess@utulsa.edu or 918-631-2315

Plans for Remote Learning

Given the current global pandemic, it is possible that TU may quickly pivot to remote learning for most coursework. In the event that this occurs, you will be notified via e-mail through your TU e-mail address. For this class, we will hold three virtual lectures through collaborate at the course meeting time each week. We will complete all the assignments, quizzes, and tests as outlined in the syllabus, only we will do so through a completely virtual environment.

Academic Honesty (Taken from the TU Undergraduate Bulletin)

Provisions of the University of Tulsa regarding academic honesty will be followed in this course. Please see the Undergraduate Bulletin for more information. Please note that cheating and dishonesty in any form will not be tolerated – this includes plagiarism. Relevant information about what plagiarism is and how it can be avoided can be found at:

* American Psychological Association’s Publication Manual
* http://www.dartmouth.edu/~sources/index.html
* http:www.ehhs.cmich.edu/~mspears/plagiarism.html
* http:www.nutsandboltsguide.com/plagiarism.html
* http:www.rio.maricopa.edu/distance\_learning/tutorials/study/plagiarism.html

If you have any questions about what might constitute plagiarism while you are working on an assignment ***please ask me before you turn the assignment in***. All issues of academic honesty will be dealt with in full accordance with university guidelines.

Student Success Team Statement

All students are encouraged to familiarize themselves with and take advantage of services provided by The Student Success Team, including Student Access, Student Success Coaching, and tutoring. To request a student success coach to improve study skills, email successcoaches@utulsa.edu. To request a tutor, email [tutoring@utulsa.edu](mailto:tutoring@utulsa.edu).

Student Access Statement

Students who have or believe they may have a disability and would like to set up accommodations should contact Student Access within the Student Success Team to discuss their needs and facilitate their rights under the Americans with Disabilities Act and related laws. Student Access provides private consultations to any student. Contact Student Access staff by email at studentaccess@utulsa.edu or by phone at 918-631-2315. The online application for accommodations may be obtained here. Student Access staff will assist students in the implementation of approved accommodations. Students who qualify for accommodations should meet with the instructor privately (during office hours or by appointment) as soon as possible to arrange for their needs and obtain support for the class.

Online Access Request Statement

Many in-person courses are designated as such because they require in-person elements that cannot be substituted. If you get ill and are attending in-person classes, please fill out the Online Access Request form and Student Success will work with you and your instructors to determine if there is a way to meet course expectations online. \*\*Link to form is on Registrar’s homepage below\*\*

<https://utulsa.edu/registrar/>

Excused Absences (Taken from the University Student Conduct Policies and Procedures)

Excused Absences Students who participate in an officially sanctioned, scheduled activity shall be given an opportunity to make up exams or other assignments that are missed as a result of this participation. The manner in which missed tests or other assignments are made up is left to the discretion of each individual faculty member; however, students shall not be penalized and should be informed of the instructor’s makeup policy, preferably in writing, at the beginning of each semester. It is the responsibility of the student to make arrangements with the instructor prior to the scheduled exam or other missed assignment. Only absences reported by the Registrar to the faculty will be considered excused. <https://utulsa.edu/wp-content/uploads/2014/12/University-Student-Conduct-Policies-Procedures-42014.pdf>

TITLE IX

Sexual misconduct is prohibited by Title IX of the Educational Amendments of 1972 (“Title IX”) and will not be tolerated within the TU community. Sexual misconduct encompasses all forms of sex and gender-based discrimination, harassment, violence, and assault, as well as dating violence, domestic violence, interpersonal violence, stalking and sexual exploitation. If you or someone you know has been harassed, assaulted, or stalked, or if you have questions about violence prevention resources available to you, please contact any of the following campus and community resources:

Title IX Coordinator: 918-631-4602

Office of Violence Prevention: 918-631-2324

TU Counseling and Psychological Services: 918- 631-2241

Campus Security: 918-631-5555

Domestic Violence Intervention Services: 918-585-3163 or 918-743-5763

Tulsa Police Department: 918-596-9222 or 911 (emergency situations)

For more information about your rights under Title IX, please visit our Policies and Laws page on the TU website or contact the Title IX Coordinator. ***Every student on our campus has the right to resources.*** Please come forward and ask questions, report, and help us eradicate sexual misconduct and interpersonal violence by stopping the silence surrounding it.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Readings/*Assignments Due*** |
| Week 1 | 8/23 | Syllabus | Review syllabus and come with questions |
| 8/25 | Intro to Intro of IO | Textbook Ch. 1 |
| 8/27 | Intro to Intro of IO | Textbook Ch. 1 |
| Week 2 | 8/30 | Research Methods | Textbook Ch. 2 |
| 9/1 | Statistics | Cohen (1994)  ***Week 2 Discussion Board*** |
| 9/3 | Reliability and Validity | Textbook Ch. 2  ***Quiz 1*** |
| Week 3 | 9/6 | Individual Differences and Assessment | Textbook Ch. 3 |
| 9/8 | Individual Differences and Assessment | Textbook Ch. 3  ***Week 3 Discussion Board*** |
| 9/10 | Importance of Psychological Measurement | Furr (2018)  ***Quiz 2*** |
| Week 4 | 9/13 | Intro to Job Analysis/Performance | Textbook Ch. 4 |
| 9/15 | Job Performance | Textbook Ch. 4  ***Week 4 Discussion Board*** |
| 9/17 | Job Analysis | Sanchez & Levine (2012)  ***Quiz 3*** |
| Week 5 | 9/20 | Performance Measurement | Textbook Ch. 5 |
| 9/22 | Performance Measurement | Textbook Ch. 5  ***Week 5 Discussion Board*** |
| 9/24 | Performance Management | Pages 11 – 20 of DeNisi & Sonesh (2011)  ***Quiz 4*** |
| Week 6 | 9/27 | Staffing Decisions | Textbook Ch. 6 |
| 9/29 | Staffing Decisions | Textbook Ch. 6  ***Week 6 Discussion Board*** |
| 10/1 | Ethical and Legal Issues in Staffing Decisions | Choose 3 cases from Lowman (2006)  ***Quiz 5*** |
| Week 7 | 10/4 | Training and Development Foundations | Textbook Ch.7 |
| 10/6 | T&D Program Evaluation | Pages 330 – 340 of Kraiger (2002) |
| 10/8 | **Exam 1** | ***Exam 1*** |
| Week 8 | 10/11 | Work Motivation | Textbook Ch. 9 |
| 10/13 | Work Motivation | Textbook Ch. 9  ***Week 8 Discussion Board*** |
| 10/15 | Goals and Work Motivation | Pages 9 – 24 of Locke & Latham (2015)  ***Quiz 6*** |
| Week 9 | 10/18 | Stress and Worker Well-being | Textbook Ch. 10 |
| 10/20 | Stress and Worker Well-being | Textbook Ch. 10  ***Week 9 Discussion Board*** |
| 10/22 | Work/Nonwork Interface | Greenhaus & Allen (2011)  ***Quiz 7*** |
| Week 10 | 10/25 | Job Attitudes | Textbook Ch. 9  ***Project Proposal Due*** |
| 10/27 | Job Attitudes | Textbook Ch. 9  ***Week 10 Discussion Board*** |
| 10/29 | Fairness, Justice, and Diversity in the Workplace | Textbook Ch. 11  ***Quiz 8*** |
| Week 11 | 11/1 | Leadership | Textbook Ch. 11 |
| 11/3 | Leadership | Textbook Ch. 11  ***Week 11 Discussion Board*** |
| 11/5 | Gender and Leadership | Ryan et al. (2011)  ***Quiz 9*** |
| Week 12 | 11/8 | Teams | Textbook Ch. 12 |
| 11/10 | Teams | Textbook Ch. 12  ***Week 12 Discussion Board*** |
| 11/12 | Teams in a New Era | Benishek & Lazzarra (2019)  ***Quiz 10*** |
| Week 13 | 11/15 | Organizational Theory and Development | Textbook Ch. 14 |
| 11/17 | Organizational Change | Textbook Ch. 14 |
| 11/19 | **Exam 2** | ***Exam 2*** |
| Week 14 | 11/22 | Thanksgiving Break | Relax and recover! |
| 11/24 | Thanksgiving Break | Relax and recover! |
| 11/26 | Thanksgiving Break | Relax and recover! |
| Week 15 | 11/29 | I/O in Practice | Work on Final Project |
| 12/1 | I/O in Practice | Work on Final Project  ***Week 15 Discussion Board*** |
| 12/3 | I/O in Practice | Work on Final Project |
| Week 16 | 12/6 | I/O in Practice/Project Q and A | Work on Final Project |
| 12/8 | *Reading Days* | Work on Final Project |
| 12/10 | *Reading Days* | Work on Final Project |
| TBD |  | **FINAL EXAM PERIOD** | ***Final Project Due by 1:00 pm*** |

I-O Psychology Journals for Research Participation

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