



PSYC 3913 Industrial and Organizational Psychology Spring 2016

Instructor:	Dr. Peter A. Metofe
Section # and CRN:	P01 20102
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Office Hours:	MWF-9:00 am 1:00 pm and 3:30 pm-5:00 pm; TR- 3:30 pm -5:00 pm
Mode of Instruction:	Face To Face
Course Location:	Juvenile Justice Building 240
Class Days & Times:	TR 11:00 am - 12:20 pm
Catalog Description:	A survey of the development and application of psychological principles related to the workplace environment to include leadership, motivation, industrial and organizational influences on behavior drawing upon research methods and theories.
Prerequisites:	None
Co-requisites:	
Required Texts:	Muchinsky, P. M. (2012). <i>Psychology applied to work: An introduction to Industrial and Organizational Psychology</i> (10 th ed.). Summerfield, NC: Hypergraphics Press, Inc.
Recommended Texts:	Anderson, N., Ones, D. S., Sinangil, H. K., & Viswesvaran, C. (Eds.). (2002). <i>Handbook of industrial, work and organizational psychology, Volume 1: Personnel psychology</i> . Thousand Oaks, CA: Sage Publications Ltd. Landing, F. J. & Conte, J. M. (2010). <i>Work in the the 21st century: An introduction to industrial and organizational psychology (3rd Edition)</i> . Phillips, J. L. (1999). <i>How to think about statistics (4th - 6th Editions.)</i> . New York, NY: W. H. Freeman. [Optional]

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Name and describe important topic areas and major concepts within the field of industrial and organizational (I/O) psychology.	4,7	Communication
2	Explain and evaluate the theories, research, and practices within the field of I/O psychology.	4,7	Empirical and Quantitative Skills
3	Demonstrate how the theories and research in industrial-organizational psychology can be applied in work settings.	4,7	Critical Thinking
4	Discuss the complex issues facing I/O psychology today and how these issues affect workers, organizations, and society.		Critical Thinking
5	Apply psychological principles and findings to understand and suggest appropriate responses to common workplace issues.	4,7	Communication, and Empirical and Quantitative Skills

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Exams and Quizzes	4 Exams: 15% each	60%
2) Assignments	Assignments	10%
3) Attendance and Participation	Attendance	10%
4) I/O Psychology Paper	1 Project	20%
Total:		100%

Grading Criteria:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = < 60%

Detailed Description of Major Requirements:

Attendance and Class Participation (10%) –Each student is expected to be present and contribute to discussions in class. To the extent that students attend class regularly and are productive in contributing to class discussion, the full points will be given. Participation is a subjective component of the course grade and points are awarded at the discretion of the professor. This is where you can maintain or increase your class average depending on your participation.

Examinations (60%) - There will be four (4) examinations: Three Progress Exams and a comprehensive Final Exam. A Progress Exam will be given approximately every four chapters or more during the semester (see the course schedule below for exact dates). Each Progress Exam will cover only the material presented in the lectures and readings during the preceding four chapters. The Final Exam will be comprehensive, covering material presented during the entire semester. The format will be multiple choice questions.

Industrial/organizational psychology paper (20%)

The purpose of this paper is to apply your understanding of I/O psychology to a specific job and organization. This paper should be an objective analysis of a specific job in a particular work organization. It may be a place that you or a friend is currently working but it must be off campus. A one paragraph typed description of what job and organization you are analyzing is due January 31st (2%). Submit your description online (e-course).

Your paper should be based on material from the class and the textbook. You are expected to write a 5-7 page (not counting a title page) double-spaced paper with 1-inch margins that integrates relevant topics, and theories from I/O psychology. Conclude your paper with some suggested changes for the organization. You should use basic APA style format, although running heads are not necessary. Do not make this paper personal and simply a gripe session about your job. Your paper should be more like an independent objective report. On or before Tuesday, April 21th, 2016, your paper is due on e-course (online). For each day the paper is late, your grade will drop by 2 points (to a maximum of 10). The last day a paper may be turned in is April 28 at 11 am.

Use relevant terms from the text and class in your paper, but be sure to cite the text or any other source (a total of five citations), or use quotation marks if you use exact definitions or phrases. Some issues and questions that you should or might address in your paper include (*required for paper):

- *Describe the overall organization or company.
- *Describe the specific job or position in this organization.
- Does this organization use a formal job analysis? If so, describe it. Is there a formal job description? (include a complete job description if available as an appendix)
- *How are workers recruited, and selected by the organization? Do they use tests, interviews or application blanks? (if there is a standard application blank include a copy with your paper)
- Is there a formal job evaluation that determines the appropriate pay levels for different jobs and employees?
- What criteria are used to appraise employee performance? How are employees appraised? How often are they evaluated and by whom?
- *What kinds of training/development is a part of this job? How effective was the training?
- What are some of the specific stressors in this job?
- What is the communication process like at this company?
- How does the organization or your specific supervisor motivate his/her employees? What motivation theory best seems to apply?
- What leadership approach or theory best explains this organization? How is this applied?
- Describe some of the various groups that exist in your workplace. What factors affect group performance in your job?
- *Use at least one theory in your analysis of this setting.
- *What changes would you suggest for improving this job and/or organization?

Assignments (10%): Assignments will reflect review questions from the text. Additional

Information will be given in class. Assignments are DUE the day they are shown on the schedule. No late assignments will be accepted.

Guidelines/Requirements

- Papers, as part of the assignments, should be typed, double-spaced, with 1-inch margins.
- A photocopy of the workbook page/pages is acceptable.
- Responses should be at least 1 page, double spaced.
- Assignments are to be submitted on PVAMU e-course.
- Do not email me your assignments

Course Procedures and Additional Instructor Policies

Course Procedures

Class sessions will consist of lectures on assigned material and activities where you will get “hands on” experience in statistical methods. While I will spend part of our time together supplementing your text through lectures, learning is best accomplished when we share information through open classroom discussions. Therefore, I expect you to come to class having read the assigned pages and having completed the assigned work.

Extra Credit

A very small amount of extra credit may be available during the course for participation in psychology research studies or for completing extra assignments and will be determined by the availability of research participation and relevant topics for additional assignments. Opportunities for extra credit will be announced in class.

Submission of Assignments:

Assignments are to be turned in [using cogmet.com/wp](http://using.cogmet.com/wp) on the due dates.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). Make-up exams, quizzes, and assignments will only be available for fully documented (in writing) medical and family emergencies. If you need to miss an exam, quiz, or assignment for an emergency please let me know as soon as is reasonably possible. Bring to the next class written documentation and a phone number and name for use in verifying the emergency.

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Tentative Schedule (Subject to change with prior notice)			
Week/Date	Chapter(s)	Lecture Topics	Assignments Due Dates
Week 1: Jan. 19 - 21	1	Introduction/Overview Historical Background of I-O	
Week 2: Jan. 26 - 28	2	Research Methods [Research Process, Levels of measurement, Basic statistics, Normal curve, Correlation]	Assignment 1 01/28/16

Week 3: Feb. 02 - 04	3	Criteria: Standards for Decision Making [Work/Job Analysis, Sources of Information, Task & KSA Statements Criteria, Job Evaluation, Performance Criteria]	
Week 4: Feb. 09 - 11	4	Predictors: Psychological Assessments [Reliability & Validity, Types of Assessment Devices]	Assignment 2 02/11/16
Week 5: Feb. 16 - 18	Handout	Legal Issues in I-O	
Week 6: Feb. 23 - 25	1, 2, 3, 4 and Legal Issues	Review Exam # 1 (Ch. 1, 2, 3, 4) Exam # 1 (Feb. 26)	
Week 7: March 01 - 03	5	Personnel Decisions [Recruitment, Decision-Making Strategies]	Assignment 3 03/03/16
Week 8: March 08 -10	6	Organizational Learning [Training Needs Assessment, Techniques, Evaluation Methods, Management Development]	
Week 9: March 15 - 17	7	Performance Management [Functions/Uses, Types of Data, Sources of Information, Legal Issues]	
Week 10: March 22 - 24	5, 6, 7	Review Exam # 2 (Ch. 5, 6, 7, Legal issues) Exam # 2 (March 26)	Assignment 4 03/24/16
Week 11: March 29 – March 31	10	Organizational Attitudes and Behavior [Job Satisfaction, Organizational Justice, Commitment]	
Week 12: April 05 - 07	12	Work Motivation [e.g., Expectancy Theory, Goal Setting Theory, Self-Regulation Theory, Work Design Theory]	
Week 13: April 12 - 14	13	Leadership [Basic approaches/theories]	
Week 14: April 19 - 21	11 8	Workplace Psychological Health Organizations and Organizational Change	I/O Paper due April 21
Week 15: April 26 - 28	9 14	Teams and Teamwork Union-Management Relations	Assignment 5 April 28
Week 16: May 03 -05		Review Exam # 3 (Ch. 10, 11, 12, 13, & 14)	

		Exam # 3 (May 5)	
Final Exam Week Final Exam (TBA)			

Make-Up Examinations and Assignments

It is in your best interest to not miss any of the exams or miss the deadline for submitting assignments. Make-up examinations and assignments will only be granted with approval of the instructor. If you cannot take an exam on the scheduled date, you need to submit a written notice (e-mail is fine), with any supporting justification (e.g., a doctor's note), before the exam date if possible. Your statement, and possibly a meeting with the instructor, will be used to decide whether a make-up test will be given.

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

Center for Academic Support

The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

COMPASS

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

TECHNICAL CONSIDERATIONS**Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.