

PSYCH 218: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY Spring, 2008

Instructor:	Dr. Robert Brill	Office Phone #:	(610) 861-1561
Office Location:	PPHAC Room 225	FAX #:	(610) 625-7879
E-Mail:	brillr@moravian.edu		

Office Hours: M, W, F 10am – 11am
 Monday 2pm – 2:45pm
 Thursday 3pm – 4pm

CLASS MEETINGS: M & W 12:50 – 2pm

The contents of this syllabus are subject to change.

Course Overview:

This course is designed to serve as an introduction to psychology in the workplace. Industrial/Organizational (I/O) Psychology is concerned with the development, validation, and ongoing refinement/improvement of applications of psychological methods and principles to management, employee functions and other issues in work settings. In other words, Industrial/ Organizational psychologists play a transformational role (as opposed to transactional) in the personnel and social dynamics of the workplace. **THIS IS NOT A HUMAN RESOURCE MANAGEMENT COURSE.** Indeed, as we'll discuss, we do need to partner with management and human resource professionals in order to collaborate on the subsequent implementation and application of methods, tools, strategies, and programs. However, understanding and appreciating the distinction between these fields is important. Topics to be presented and discussed include among others: methods of job analysis, personnel selection, performance appraisal, training and development, work motivation, leadership, and organizational culture. The class format will include lecture, discussion, and demonstration. Upon completion of this course students should have a basic understanding of the application of psychological principles to issues and problems in organizational settings.

Course Objectives:

- 1) To become knowledgeable about the field of Industrial/Organizational Psychology, and the distinctive role it plays in business and society, as well as the variety of theories and applications it has developed.
- 2) To be able to understand, appreciate and respect the two separate roles and needed cooperation between theory/scientists and applications/practitioners in the areas related to the psychology of work, as well as the importance of philosophy and ethics within these domains.
- 3) To appreciate the broad relevance of psychological research inquiry in the workplace and become adept at thinking critically about psychological phenomena in the workplace.
- 4) To develop skills and abilities in: a) scientifically investigating I/O Psych. issues, b) applying some of the practitioner tools and strategies that have been generated from research into organizational or job contexts, c) empathy and insight into others – both tolerance and appreciation of our diverse ideas and positive values.
- 5) To improve your communication skills (listening, written, verbal, and dialogue) through various opportunities provided during the course.

Required texts:

Levy, P. (2006). *Industrial / organizational psychology: Understanding the workplace*. (2nd ed.). Boston, MA: Houghton Mifflin Company.

Additional articles may be assigned and distributed in class or put on Reserve in Reeves Library

Course Requirements:**SEMESTER EXAMS (16% each) / FINAL EXAM (18%)**

The final exam will be cumulative. The format will be in three parts: 1) a take-home essay question which you will be given early in the semester and be asked to bring your completed response to the final exam, 2) multiple choice and short answer, and 3) an open-book, problem-solving oriented section. The content and structure will be discussed in greater depth in class.

WORK SIMULATION WRITE-UPS (five components - 40%)

Discussed on a separate handout.

ACTIVE LEARNING (10%):

This grade is comprised of four components, including attendance and the following:

PARTICIPATION:

Insight and learning come from an active and interactive process. When we arrive to class it is our responsibility to do our share in interacting by sharing our thoughts, ideas, and insights about these two types of assignments in a mature, constructive manner. PLEASE do not be selfish with your thoughts, and conversely, be highly respectful and supportive of other individual's thoughts and ideas.

ENGAGING IN THE MATERIAL

In contrast to passive learning, engaging in the material involves (beyond participation) questioning the readings and lecture material, 'wrestling' with the ideas and concepts presented, and processing them at a deep level mainly by reflecting on their application to you and your world around you. In short, care passionately about the material, your learning, and your fulfillment of the course objectives as well as your own. Periodic reading assessments will help me to track this as well.

DEMONSTRATION EXERCISES

In order to make the material come to life, and make the theoretical concepts and empirical findings more meaningful, you will be required to apply the issues raised in the text and lectures. The criteria for doing well on these assignments will be based on your ability to think critically (i.e., justify your answers, use of examples, etc.), integrate material from the course, and communicate your ideas in a clear concise manner. Details for each assignment will be distributed and discussed in class.

Course Structure & Policies:

1) ACTIVE LEARNING

Active learning involves questioning the text and lecture material, contributing to discussion, sharing ideas and alternative perspectives. As a prerequisite to the active learning that will take place in the classroom, please arrive to class on time and prepared by having read the assigned chapter(s), and completing the assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. Those who commit themselves to such active learning are scholars. It is for this reasoning that excessive absences will be penalized as stated in policy #4 below.

2) ACCOMMODATIONS - Should you require special accommodations for a disability, please arrange an appointment with the instructor at the beginning of the semester. Documentation of a disability will be required for special accommodations to be arranged in conjunction with the Learning Services Office. Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (ext. 1510). Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (ext. 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

3) MAKE-UP EXAMS - In order to avoid receiving a zero on a missed exam you must provide notification and verification. Notify me beforehand, or as soon as possible. Notification more than three days after the exam is not acceptable. Also, exams can only be made up if exams are missed for valid reasons. If you miss an exam please provide the appropriate documentation (Drs.' note, court order, family note upon death of a family member, etc.). Due to the awkwardness, in some cases I will not ask for such documentation; however, realize that if such documentation is not presented, the highest score that can be achieved on a test is a 70. I reserve the right to use essay format for make-up exams, and to reschedule these exams for 7:00AM on a day agreed upon by the student and instructor.

4) ATTENDANCE - Class attendance is expected. Class lectures and demonstrations will supplement text material. Excessive absences (beyond three classes – valid or not) will impact directly on your final grade with a deduction of two points per missed class. If you miss a class, the expectation is that you will get the notes from a classmate and then contact me if you should have any questions or need clarification. Excessive absences (more than two) will result in deduction of two points per missed class from your final grade.

5) LATE ASSIGNMENTS - Assignments and projects may be handed in up to two classes late (5 points deducted from the grade each day late) **ONLY IF when handing in an assignment late you indicate the amount of days late on the front cover along with your signature.** Assignments may not be handed in after the second class from when it was due. Please, do not ask me to deviate from this policy. If you must miss class drop off the assignment earlier, send it with a classmate, or fax it to me (610-625-7879). In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate such that last minute emergencies (e.g. computer down, ribbon broke, etc.) interfere with getting assignments in on time. Also, be sure to back up your computer disks and use your X: drive!

6) CHEATING and PLAGIARISM will not be tolerated. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts on a paper until given a grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty. Copies are available from the departmental secretary.

7) EXCUSES - Grades reflect essential standards and cannot be adjusted based on extenuating circumstances. Valid obstacles/setbacks may understandably inhibit your performance, but they are not able to influence the course and college standards. I cannot pardon work nor substitute/supplement extra credit other than that which has been built into the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them. If you are thinking of asking for an exception to my policies; first ask yourself – “Am I willing to ask my classmates to support my exception to the rules of the course?”

8) **Summary of Grading System:**

TWO SEMESTER EXAMS	16% each → 32%
FINAL EXAM	18%
WORK SIMULATION WRITE-UPS	5 components → 40%
ACTIVE LEARNING (including exercises, discussion, attendance)	10%

9) The following GRADING SCALE will be used in the course:

A :	92.4 – 100	A-:	89.7 – 92.4
B+:	86.7 - 89.65	B :	82.7 - 86.65
B-:	79.7 - 82.65	C+:	76.7 - 79.65
C-:	69.7 - 72.65	C :	72.7 - 76.65
D-:	60 - 62.65	D+:	66.7 - 69.65
F :	Below 60	D :	62.7 - 66.65

Assigned letter grades can be represented numerically by the midpoint of the range above.

COURSE SCHEDULE

DATE	LECTURE TOPICS	READINGS & ASSIGNMENTS
Mon. Jan 14 th	Intro & Course Overview	
Wed. Jan. 16 th	History and Methodology in I/O Psych	Levy – Chpts. 1 & 2; Read syllabus
<p><i>This book, being about work, is by its nature, about violence – to the spirit as well as to the body . . . It is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying.</i> -- Studs Terkel, <i>Working</i></p>		
Mon. Jan. 21 st	MLK Day – NO CLASS	
Wed. Jan 23 rd	Job Analysis	Levy – Chpt. 3 JA incumbent due
<p><i>The principle object of management should be to secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee.</i> --Frederick Taylor</p>		
Mon. Jan. 28 th	Criterion Measurement	Levy – Chpt. 4
Wed. Jan. 30 th	JA & Criteria continued	
<p><i>The principle object of management should be to secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee.</i> --Frederick Taylor</p>		
Mon. Feb. 4 th	Organizational Theory & Development	Levy – Chpt. 14
Wed. Feb. 6 th	(continued)	
<p><i>You never expected justice from a company, did you? They have neither a soul to lose, nor a body to kick.</i> --Rev. Sydney Smith</p>		

Mon. Feb. 11 th	Predictors	Levy – Chpt. 6 Job Description and Part 1 of JA due
Wed. Feb. 13 th	(continued)	
<p><i>Monkeys? You think a monkey knows he's sittin' on top of a rocket that might explode? These astronaut boys they know that, see? Well, I'll tell you something, it takes a special kind of man to volunteer for a suicide mission, especially one that's on TV.</i> --Chuck Yeager character, <i>The Right Stuff</i></p>		
Mon. Feb. 18 th	Selection Decisions & Personnel Law	Levy – Chpt. 7
Wed. Feb. 20 th	(continued)	Predictors Paper (Work Sim) Due
<p><i>Equal Employment Opportunity is a concept that is rooted in the idea of creating an environment where each individual can fully participate in the activities of an organization to his or her greatest ability without facing unnecessary obstacles. The strength at the core of a diverse workforce, is each individual's unique, yet equal, opportunity to succeed.</i> --Goddard Space Flight Center website</p>		
Mon. Feb. 25 th	EXAM ONE	
Wed. Feb. 27 th	Performance Appraisal	Levy – Chpt. 5
<p><i>Never is there either work without reward, nor reward without work being expended.</i> --Titus Livius</p>		
Week of March 3 rd – 7 th	SPRING BREAK	
Mon. March 10 th	Performance Appraisal continued	
Wed. March 12 th	Leadership	Levy – Chpt. 13
<p><i>A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent.</i> --Anonymous</p>		

No person can be a great leader unless he takes genuine joy in the successes of those under him.

--W. H. Auden

Leadership is the capacity to translate vision into reality. Managers are people who do things right, while leaders are people who do the right thing. Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning.

--Warren Bennis

Mon. March 17 th	Training & Development	Levy – Chpt. 8 Perf. Appraisal Paper (Work Sim) Due
Wed. March 19 th	(continued)	

The most useful piece of learning for the uses of life is to unlearn what is untrue.

~Antisthenes

What we have to learn to do, we learn by doing.

~Aristotle

Mon. March 24 th	Easter Break - NO CLASS	
Wed. March 26 th	Job Attitudes	Levy – Chpt. 10

Work is a mysterious thing; many of us claim to hate it, but it takes a grip on us that is so fierce that it captures emotions and loyalties we never knew were there.

--Bob Greene

Mon. March 31 st	(continued) and review for exam 2	Training & Development Paper (Work Sim) Due
Wed. Apr. 2 nd	EXAM TWO	

Mon. Apr. 7 th	Motivation	Levy – Chpt. 9
Wed. Apr. 9 th	(continued)	
<p><i>Challenge is the core and mainspring of all human activity. If there is an ocean, we cross it; if there's a disease, we cure it; if there's a wrong, we right it; if there's a record, we break it, and finally, if there's a mountain, we climb it.</i></p> <p>--James Ramsey Ullman</p>		
Mon. Apr. 14 th	Stress & Worker Well-being	Levy – Chpt. 11
Wed. Apr. 16 th	(continued)	
<p><i>The shift in the structure and character of work has created a demand that work produce more than purely economic benefits. To make a living is no longer enough. Work also has to make a life.</i></p> <p>--Peter Drucker</p>		
Mon. Apr. 21 st	Group Process & Work Teams	Levy – Chpt. 12
Wed. Apr. 23 rd	(continued)	
<p><i>It is not the consciousness of men that determines their existence, but, on the contrary, their social existence determines their consciousness.</i></p> <p>--Karl Marx</p>		
FINAL EXAM WEEK	Time and location will be determined by the Registrar sometime during the semester.	Completion of a cumulative final exam