

PSYCH 218: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY Fall, 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
 Thursday 3pm – 4pm
 (or by appointment)

CLASS MEETINGS: MW & F 11:30am – 12:20pm

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:

Hamper, B. (1991). *Rivthead: Tales from the assembly line*. New York: Warner Books.

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:**MIDTERM (18%) / FINAL EXAM (18%)**

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, and possibly one for the midterm, 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. The final exam will be cumulative.

WORK SIMULATION WRITE-UPS (three components @ 12% each - 36%)

Discussed on a separate handout. Please NOTE, DRAFT, EDITING COMMENTS and FINAL VERSIONS will be graded, and all three factored into the final grade for each paper.

SERVICE LEARNING CONSULTING PROJECTS (20%)

Product and Performance 60%

Group Process / Perf. 40%

In order to make this course a hands-on learning experience, and to really bring the material to life, you will engage in some service learning projects in which we will work in small groups with the Not-For-Profit Organization (NFP), Community Services for Children. I will provide more details on this grade component in the course and throughout the semester. We will work on these projects both in class and outside of class.

Your dedication and commitment to this project is of paramount importance for your grade and as a reflection of Moravian College to the outside community.

ACTIVE LEARNING (8%):

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:**

MIDTERM	18%
FINAL EXAM	18%
WORK SIMULATION WRITE-UPS	3 components @ 12% each → 36%
SERVICE LEARNING	20%
ACTIVE LEARNING (including exercises, discussion, attendance)	8%

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 :	72.7 - 76.65
		C-:	69.7 - 72.65
D+:	66.7 - 69.65	D :	62.7 - 66.65
		D-:	60 - 62.65
		F :	Below 60

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

COURSE SCHEDULE

DATE	TOPIC	REQUIRED READING / ASSIGNMENTS
Mon. 8/25	Intro & Course Overview & a bit of History	
Wed. 8/27	The Discipline of IO Psych & Job Analyses: the Cornerstone, Blueprint & Foundation	Levy – Chpt. 1 & 3
Fri. 8/29	TBA	Work on finding JA Incumbent
Mon. 9/1	LABOR DAY – NO CLASS	
Wed. 9/3 Fri. 9/5	Research Methodology / The Scientist Practitioner Model Service Learning Orientation – CSC	Levy – Chpt. 2 / Submit information on incumbent Rivethhead – Foreward & Prologue
Mon. 9/8 Wed. 9/10	Criterion Measurement cont'd	Levy – Chpt. 4
Fri. 9/12 Mon. 9/15	Performance Appraisal cont'd	Levy – Chpt. 5
Wed. 9/17 Fri. 9/19	Training cont'd	Levy – Chpt. 8
Mon. 9/22 Wed. 9/24 Fri. 9/26	Job Attitudes cont'd Levy Material Catch up Day & Rivethhead Discussion	Levy – Chpt. 10 JA / JD Assignment Due Rivethhead – have read up to page 116
Mon. 9/29	Review for Exam One	
Wed. 10/1	EXAM ONE – Part I	

Fri. 10/3	EXAM ONE – Part II	
Mon. 10/6	FALL RECESS – NO CLASS	
Wed. 10/8 Fri. 10/10	Discuss Service Learning Projects continued	Work with DRAFTS of Perf App / Training Paper
Mon. 10/13	Organizational Culture & Development	Levy – Chpt. 14 Perf App / Training Work Sim Reaction Paper Due
Wed. 10/15	OC / OD continued	
Fri. 10/17	Predictors	Levy – Chpt. 6
Mon. 10/20	Selection issues	Levy – Chpt. 7
Wed. 10/22 Fri. 10/24	Predictors & Selection continued Review session with third work sim papers	Work with DRAFTS of Selection Predictor Papers
Mon. 10/27 Wed. 10/29 Fri. 10/31	TBA Selection Simulations continued	Selection Predictor Papers Due
WEEK OF Mon. 11/3	Motivation	Levy – Chpt. 9
Mon. 11/10 Wed. 11/12	Groups & Teams continued	Levy – Chpt. 12
Fri. 11/14 Mon. 11/17	Leadership continued	Levy - Chpt. 13 Whistleblower article

Wed. 11/19	Stress & Worker Well-Being	Levy – Chpt. 11
Fri. 11/21	continued	
Mon. 11/24	Service Learning Projects	
Wed. 11/26	THANKSGIVING BREAK	
Fri. 11/28	THANKSGIVING BREAK	
Mon. 12/1	Rivethead Discussion	Rivethead – complete the rest of the book
Wed. 12/3	Service Learning Projects	
Fri. 12/5	continued	
Mon. 12/8	Final Wrap Up – Closing Remarks	
Wed. 12/10	Review for Final	

FINAL EXAM – to be scheduled and announced by Registrar’s Office