

PSYCH 218: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY Spring, 2011

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Office Hours: Mon 2 :20pm – 3 :20pm ; Wed 10 :30am – 11 :30am
Tues & Thurs 11:30am – 12 :30pm
(or by appointment)

CLASS MEETINGS: M & W 1:10 pm – 2:20pm

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:

Kegan, R. & Lahey, L. L. (2009). *Immunity to change: How to overcome it and unlock potential in yourself and your organization*. Boston, MA: Harvard Business Press.

Levy, P. E. (2010). *Industrial / organizational psychology: Understanding the workplace*. (3rd ed.). New York: Worth Publishers.

Additional articles may be assigned and distributed in class or posted on Blackboard

Course Requirements:**MID-SEMESTER EXAM (18%) and 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 ANALYSIS PAPERS (5 @ 8% each → 40%)

The five components to this grade component will be discussed in class and guidelines from each will be distributed on a separate handout. Please NOTE, DRAFT, EDITING COMMENTS, PEER GROUP DISCUSSIONS/CRITIQUES, and FINAL VERSIONS will all be factored into the grade for each component. Your final grade for this component will be the average of your five graded components.

SERVICE LEARNING (12%)

In the spirit of “Learning by Doing”, we will work on a service learning project in which we will use our knowledge, skills and abilities developed at the college and within the course to contribute a Mentoring Proposal and Technical Paper to the Community Services for Children (CSC) organization, the coordinating body for the Lehigh Valley’s Head Start Program and other children support services.

ACTIVE LEARNING (12%):

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.

Course Structure & Policies:

1) **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 two (2) days after the exam is not acceptable. If you miss an exam please provide the appropriate documentation (Drs.' note, court order, etc.). I expect this to be done without my requesting such documentation. Without this documentation you will be penalized by a reduction of 50% of your score. I reserve the right to use essay format for make-up exams. Exams will be re-scheduled on a weekday at 7:30AM.

2) **Cheating and plagiarism** will not be tolerated. ANY EVIDENCE OF CHEATING OR PLAGIARISM WILL RESULT IN A FAILURE IN THE COURSE (FINAL GRADE = F). 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), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department and college is that the student must keep all note cards and rough drafts on a paper until given a grade for that course. The full college policy on this is in the Student Handbook. In the event of a suspected infraction – in fairness to your peers – it is my job to send the materials in question to the Dean's Office at which time you are given the chance to provide your perspective on the matter and challenge my judgment. In this case, you should continue coming to class and completing the work until a definitive judgment is made.

3) **Attendance** - Class attendance is expected. Class lectures and demonstrations will supplement the material in the text. In the event that you miss a class, you are responsible for getting the notes from a fellow student and reviewing them before you see me about questions concerning that material. Excessive absences (more than three) will result in deduction of two points per missed class from your final grade. You do NOT need to contact me, nor e-mail me in the event that you must miss a class. I assume you are a mature adult and can handle the responsibility of missing a class as outlined above.

4) **Late Assignments** - Assignments and projects may be handed in up to two days late (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 third day late. 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 files using your space on the X drive!

5) Summary of Grading System:

MID-SEMESTER EXAM	18%
FINAL EXAM	18%
WORK SIMULATION WRITE-UPS	5 components (8% each → 40%)
SERVICE LEARNING	12%
ACTIVE LEARNING	12%
(including exercises, discussion, & attendance)	

6) The following **grading scale** will be used in the course. Your final grade will be determined by the Overall Grade posted on Blackboard based on the point allocation above with any extra credit (see policy #7 below) factored in. When transferring your Overall Grade posted on Blackboard to the FINAL GRADE filed with the Registrar, your grade **MAY be adjusted for excessive absences** (see policy #3) **or incompleteness of Research Requirement** (see policy #7 below).

A : 93-100	C : 73 – 76.9
A-: 90-92.9	C-: 70 – 72.9
B+: 87-89.9	D+: 67 – 69.9
B : 83-86.9	D : 63 – 66.9
B-: 80-82.9	D-: 60 – 62.9
C+: 77-79.9	F : Below 60

7) Credit via Research Participation:

Beyond the required research experiences that are part of your Active Learning grade, students may earn up to three hours of ADDITIONAL EXTRA credit for participating in research beyond the requirements outlined above. Each hour of credit earned will increase your final exam grade by 3 points (thus capped at 9 points).

8) Excuses and Communication

As articulated in Policy #3, I operate on the assumption that you are mature adults, and therefore, the decision to attend class or not is up to you. You need not e-mail me if you must miss class. Be sure to work with a classmate to get any materials you miss and feel free to make an appointment or come by during office hours to go over material after you get the notes from a classmate. I understand and respect life stressors you may be faced with; but keep in mind that 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?”

9) **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.

10) Disruptive Technology

All cell phones are to be turned off and put away during any class period. You may NOT use anything but basic calculator functions on the computer calculator (multiplication, division, subtraction and addition) during class exercises, and especially during exam times. While working on computers during class time, you may NOT surf the web, or use other programs / applications other than the ones we use in class.

Relevant Quotes pertaining to the Psychology of Work:

It is not the consciousness of men that determines their existence, but, on the contrary, their social existence determines their consciousness.

--Karl Marx

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.

--Peter Drucker

The principle object of management should be to secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee.

--Frederick Taylor

If work was really good, the rich would have found a way to keep it to themselves.

--Haitian Proverb

Never is there either work without reward, nor reward without work being expended.

--Titus Livius

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

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.

-- Studs Terkel, *Working*

*You never expected justice from a company, did you?
They have neither a soul to lose, nor a body to kick.*

--Rev. Sydney Smith

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January	TOPICS	READINGS & ASSIGNMENTS
Mon	17 Set up & History: The origin of I/O & this course!	
Wed	19 Job Analysis JA & JD Work Sim Component Service Learning Project	LEVY – Chpt. 1 & 3 Read Syllabus Carefully!
Mon	24 Research Methods in I/O Psych	LEVY – Chpt. 2
Wed	26 Methods (cont'd) Service Learning Project	
Mon	31 Organizational Theory & Development	LEVY – Chpt. 14
February		
Wed	2 Organizational Culture	KEGAN – Preface & Intro
Mon	7 Criterion Measurement	LEVY – Chpt. 4
Wed	9 Criterion cont'd JA/JD Peer Critique/Discussion	
Mon	14 Training & Development	LEVY – Chpt. 8 JA/JD Component Due
Wed	16 T & D Continued	
Mon	21 Predictors	LEVY – Chpt. 6
Wed	23 Predictors continued Perf App Peer Critique/Discussion Immunity to Change Discussion	KEGAN – Part 1
Mon	28 Immunity to Change Part 1cont'd Exam Review	T&D Component Due

March

Wed	2	***** MID TERM EXAM *****	
Mon	7	Spring Recess	
Wed	9	Spring Recess	
Mon	14	Selection Decisions & Personnel Law	LEVY – Chpt. 7
Wed	16	Decisions & Law continued Selection Peer Critique/Discussion	KEGAN – Part 2
Mon	21	Performance Appraisal	LEVY – Chpt. 5 Selection Component Due
Wed	23	Perf. App. continued	
Mon	28	Motivation	LEVY – Chpt. 9
Wed	30	Motivation continued Perf. App. Peer critique/discussion	

April

Mon	4	Immunity to change Service Learning Project	KEGAN – Part 3
Wed	6	Immunity to change continued Motivation Peer critique/discussion	
Mon	11	Stress & Worker Well-Being	LEVY – Chpt. 11
Wed	13	Stress & Well-Being continued	Motivation Component Due
Mon	18	Leadership & Group Dynamics	LEVY – Chpt. 12 & 13
Wed	20	Leadership, Grp Dynamics cont'd	
Mon	25	Easter Recess	
Wed	27	Wrap up & Review	

May

WED	4	Final Exam (1:30pm)	
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