

# Introduction to Industrial and Organizational Psychology

## PSY 319 – Spring, 2013 (Section 1)

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**E-Mail Address:** jeff.conte@mail.sdsu.edu  
**Webpage:** <http://www-rohan.sdsu.edu/~jconte/> (contains many I-O & graduate school links)  
**Meeting Time/Place:** Wednesday, 4:00-6:40 / Peterson Gym (PG) 153  
**Office Hours:** 2-3 Wednesday in LS 287, and before and after class in PG 153

### Graduate Student Teaching Assistants:

Mary Yama (mary.shannon.yama@gmail.com), Office Hours 11-12 on Tuesdays in LS South 151  
Danielle Casteel (dlcastee@gmail.com), Office Hours 3:30-4:30 on Mondays in LS South 151

### Required Textbook (any format is fine -- Textbook, Softbound Looseleaf, or Electronic Version):

Landy, F. J., & Conte, J. M. (2013). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology (4th Edition). Hoboken, NJ: Wiley Higher Education.

The Student Study Guide, which includes Learning Objectives, Chapter Outlines, Glossary Terms, Practice Questions, Exercises, and Answers to Practice Questions for each chapter, can be found on the Student Companion site, which is available in Blackboard or can be accessed from the following link: <http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118291204&bcsId=7848>

**Pre-Requisite for this course:** PSY101 (Introductory Psychology). This prerequisite is designed to ensure that all students have the adequate skills and experience to do well in the class and avoid being at a disadvantage in the course relative to those who have taken Introductory Psychology. In addition, you must not currently be enrolled in PSY320 or PSY321, and you must not have taken these courses in a previous semester (PSY320 and PSY321 should be taken after completing PSY319).

**Course Objectives:** This class is designed to provide an introduction to the field of Industrial-Organizational (I-O) Psychology, including major theories and research in the field as well as some practical applications for work organizations. Specifically, the course will focus on the history and methods of the field as well as issues in industrial psychology (e.g., personnel selection, training and development, and performance appraisal) and organizational psychology (e.g., work motivation, justice, leadership, and stress).

### Learning Objectives (additional learning objectives for each chapter are available in the Student Study Guide):

1. Summarize recent developments in research and theory in I-O psychology.
2. Apply recent research and theory in I-O psychology to the workplace.
3. Identify emerging areas of research, theory and practice in I-O psychology.
4. Compare alternative approaches to contemporary research, theory, and practice in I-O psychology.

Additional learning objectives for this course that overlap with learning objectives identified as important across the Psychology curriculum are:

1. Identify notable individuals together with their contributions to psychology.
2. Characterize the nature of psychology as a scientific discipline and identify its primary objectives: to describe, understand, predict, and control behavior and mental processes.

3. Identify appropriate applications of psychology in solving problems such as the pursuit and effect of healthy lifestyles, origin and treatment of abnormal behavior, psychological tests and measurements, psychology-based interventions, and the resolution of interpersonal and intercultural conflicts.
4. Explain correctly such terms as mean, median, standard deviation, and statistical significance
5. Use the concepts, language, and major theories of the field to account for psychological phenomena.
6. Describe descriptive and experimental research methods.
7. Explain the similarities and differences among the research methods used by psychologists.
8. Evaluate the appropriateness of conclusions derived from psychological research and the parameters of particular research methods.
9. Define, explain, and identify appropriate use of reliability and validity.
10. Recognize the necessity of and identify specific ethical behavior in all aspects of the science and practice of psychology.
11. Articulate a respect for human diversity.
12. Identify ways (actions, behaviors) that emphasize the importance of interacting effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.
13. Identify how sociocultural and international contexts influence individual differences.
14. Understand that research findings may not generalize to all people.
15. Distinguish between scientific findings and opinions.
16. Describe how psychology is applied in different jobs.
17. Identify and develop skills and experiences relevant to achieving selected career goals.

**Class Format:** The class format will be primarily lecture, which will be supplemented with class discussions and small group discussions. Through lectures, class discussions, and small group discussions, it is my hope that you come away from this course with a better understanding of industrial-organizational psychology and a working knowledge of some of the issues that challenge I-O psychologists. Active participation is encouraged and should provide a more enjoyable learning environment for everyone. I welcome your questions and encourage you to ask them without hesitation when you need more information, a different explanation, an additional example, or clarification. Due to the technical nature of some of the course material, it is important that you complete assigned readings before we discuss the material in class. Again, please feel free to ask questions in class when you are unsure of a particular concept or application.

**Attendance:** Class attendance is strongly recommended. Exam material will come from material from class lectures and the textbook. Lecture notes are not available from Professor Conte or from the teaching assistants. If you can't attend a particular class, please borrow notes from a classmate. If that is not possible, then it is best to download the PPT slides from Blackboard and carefully review them along with the corresponding chapter in the textbook.

**Blackboard:** The syllabus and Powerpoint slides for each lecture will be posted on Blackboard as will your exam scores. Important class announcements will also appear occasionally on Blackboard, so please check Blackboard (<https://blackboard.sdsu.edu/>) at least weekly.

**Evaluation:** There will be **three** multiple-choice exams, which are designed to assess your knowledge of the lectures and the reading assignments in the textbook. Each exam is worth 25% of your grade. Please bring a #2 pencil to each exam. In addition, please bring the Wide Red Par Score (#F-288-PAR-L) form to Exam 1. Please bring the Narrow Red Par Score (#F-289-PAR-L) form to Exam 2 and the Final Exam. Please arrive on time for the exams. If you arrive to an exam after the first person has finished the exam and left the room, you will **NOT** be allowed to take the exam. In addition, it is very important for you to be present for the exams. If some extreme event requires you to miss an exam, you must contact me about missing the exam before the scheduled exam date. If you do not contact me before missing the exam, no make-up exam will be allowed. The only exception will be for a medical or family emergency, and you must have documented proof of the emergency (for example, a doctor's note). You must inform me of the emergency within 3 days of the regular exam date; please let me know as soon as possible. **All make-up exams will be essay format.**

*Project:* There will be **one project** assigned during the semester, which is designed to assess your ability to integrate the course material in an applied context. This project is worth **25%** of your grade. Additional information about the project will be provided in a separate handout. To ensure fairness to all students in the class, **late papers** will not be accepted. The only valid excuse for a late assignment will be a family or medical emergency, and you must have documented proof of the emergency. Note that computer problems are not valid excuses. This means that if the assignment is not turned in on time because a “computer crashed” the night before it is due, it is still considered late and will not be accepted. Please plan ahead to make sure assignments will be completed and turned in on time.

**Final Grading Scale:** The final grading scale based on total points for the 3 exams and project will be:

372-400 --> A	292-311 --> C
360-371 --> A-	280-291 --> C-
352-359 --> B+	272-279 --> D+
332-351 --> B	252-271 --> D
320-331 --> B-	240-251 --> D-
312-319 --> C+	000-239 --> F

Regarding final course grades, please do not ask me to change your final grade at the end of the semester. I have received many such requests in the past, and they do not work. Instead, please utilize your time and energy to get the best grade you can on the exams so that you are satisfied with your grade. The appropriate time to contact professors and TAs when one is concerned about one’s grade is not after one has received a disappointing course grade, but during the semester so that one can improve grades on the subsequent exams. In sum, I do not negotiate grades; instead, each student will receive the grade that he or she has earned. Some students believe that, even if they have the same point total as other students, their particular extenuating circumstances mean that they should be bumped up to a higher grade, but this is clearly unfair to all other students who accept the grade they have earned.

In addition, in the interest of being fair to all students, special extra credit opportunities will not be offered to individual students, so please do not ask about extra work that you can do to improve your grade. Instead, attend class, stay engaged in the course material, read and review the textbook, prepare well for the exams, and contact me and/or 1 of the TAs if you have any questions.

**Students with Special Needs:**

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 594-6473 (SS-1661), please do so before making an appointment to see me. Students should contact me as soon as possible (and certainly before the first exam).

**Office Hours:**

You are encouraged to stop by during my office hours to talk about questions, problems, or suggestions you may have concerning the course, about career interests, or about graduate school. If you want to meet and find that my office hours do not work with your schedule, please feel free to schedule an appointment with me.

**Cell Phones:** As a courtesy to your fellow students, if you need to take a phone call during class, please configure your phone to vibrate and not ring and then leave the room to take the call. If you need to text message, please leave the room to do so.

**Plagiarism, Cheating, and Academic Integrity:**

To minimize the possibility of plagiarism occurring, it is worth clarifying the definition of plagiarism: Stealing others' work (for example, copying others' test answers, projects, or assignments) and passing it off as your own is an example of plagiarism. Plagiarism and cheating in any form will not be tolerated, and will be dealt with through the appropriate university channels. If you are caught cheating in an exam or plagiarizing an assignment, you will receive a zero, and you may receive an F in the course. In addition, the event will be reported to campus authorities and may lead to probation, suspension, or even expulsion from the University. Please see me if you have any questions about what constitutes plagiarism or other violations of the academic integrity policy.

**Emergency Preparation:** To be prepared for emergencies, each student is responsible for becoming familiar with the evacuation plan specific to each classroom. The evacuation plan is posted within each classroom and should be examined during the first few class meetings.

**I-O Psychology Journals:**

Many students get excited about I-O psychology and ask where they might find more information. As you will learn during the semester, topics related to I-O psychology can be found in many newspapers including the New York Times, Washington Post, USA Today, and the San Diego Union Tribune. In addition, the following journals are excellent sources for current developments in I-O Psychology. The library has recent copies and back issues of these journals.

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| 1) Journal of Applied Psychology                | 2) Personnel Psychology                 |
| 3) Academy of Management Review                 | 4) Academy of Management Journal        |
| 5) Organ. Behavior and Human Decision Processes | 6) Journal of Applied Social Psychology |
| 7) Human Performance                            | 8) Journal of Organizational Behavior   |

**Websites Related to I-O Psychology:**

Several websites related to I-O Psychology can be used to explore additional information about the field and to help in obtaining information for written projects related to I-O psychology.

**SIOP homepage:** <http://www.siop.org>

**American Psychological Association (APA) homepage:** <http://www.apa.org/>

**American Psychological Society (APS) homepage:** <http://psychologicalscience.org/>

**Academy of Management:** <http://www.aomonline.org/>

**International Personnel Mgmt. Association Assessment Council:** <http://www.ipmaac.org/>

**Job Analysis and Personality Research:** <http://harvey.psyc.vt.edu/>

**O\*NET: Occupational Information Network:** <http://online.onetcenter.org>

**The Dilbert Zone provides a less serious view on work:** <http://www.unitedmedia.com/comics/dilbert/>

## TENTATIVE COURSE SCHEDULE

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<u>Date</u>	<u>Scheduled Topic</u>	<u>Chapter Assignment</u>
Jan. 23	Course Overview, What is I-O Psychology?	1
Jan. 30	Methods and Statistics in I-O Psychology	2
Feb. 06	Individual Differences	3
Feb. 13	Assessing Individuals, Review for Exam #1	3
<b>Feb. 20</b>	<b>Exam #1</b>	
Feb. 27	Understanding Performance	4
Mar. 06	Performance Measurement	5
Mar. 13	Staffing Decisions	6
Mar. 20	Training & Development, Review for Exam #2	7
<b>Mar. 27</b>	<b>Exam #2</b>	
<b>Apr. 03</b>	<b>Spring Break – Enjoy!</b>	
Apr. 10	The Motivation to Work	8
Apr. 17	Attitudes, Emotions, and Work	9
Apr. 24	Fairness and Diversity in the Workplace	11
May 01	Leadership	12
May 08	Stress and Worker Well-Being, Review for the Final Exam	10
<b>May 15</b>	<b>FINAL EXAM (Wednesday, 4:00PM - 6:00PM)</b>	

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Note: Dates and topics for course schedule are tentative, and students are responsible for any announcements made in class concerning schedule, exam, and chapter assignments.