



MGT 314-01 / PSYC 314 – FALL 2018

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

LECTURE LOCATION: Bryan 213

LECTURE TIME: Wednesdays 6:00pm to 8:50pm

CREDITS: .5

PREREQUISITES / COREQUISITES: None

FOR WHOM PLANNED: This is a course for the BS in Business Administration program for students in Business Studies, Human Resources, Management, or International Business.

This course is also an option for Psychology Majors interested in learning about the field of organizational psychology, specifically workplace individual differences, personnel selection and assessment, training and development, or employee development. ***note: this course DOES qualify as a Psychology Major Requirement**

INSTRUCTOR INFORMATION:

| | |
|--------------|-------------------------------------|
| Instructor | Dr. Madelynn Stackhouse |
| Telephone | 336-256-8591 |
| Email | mrstackh@uncg.edu |
| Office | Bryan 369 |
| Office Hours | W 4:30pm – 5:30pm or by appointment |

COURSE DESCRIPTION AND GOALS: Industrial & Organizational Psychology covers a wide variety of topics related to understanding behavior in the workplace. Students will become familiar with some of the research and theory related to diverse topics in this field including Recruitment, Personnel Selection, Performance Appraisal, Job Attitudes, Organizational Change, and Teams. Students will learn the scientific basis of human behavior at work and how they relate to processes of hiring, developing, managing and supporting employees.

REQUIRED TEXT: Muchinsky & Culbertson (11th or 12th ed.) Hypergraphic Press.

STUDENT LEARNING OUTCOMES:

Broad Learning Outcomes (gained throughout the course):

1. Understand the history and background of I/O Psychology.
2. Explain the major research methods in I/O Psychology and their relative advantages/ disadvantages.
3. Demonstrate knowledge of psychological assessment best practice.
4. Apply models of personnel decisions that select for the 'best' candidate while meeting legal and diversity standards.
5. Understand the principles of teamwork in organizations.
6. Understand methods and techniques of employee training and development.

7. Explain what performance management is and why it matters for organizations.
8. Know how to select the best candidate for a job role.
9. Explain the different attitudes workers can hold in the workplace.
10. Understand the relationship between job attitudes, workplace structures, and employee health/ well-being.

Specific Learning Outcomes (tied to each module covered weekly throughout the semester)

Historical Background Learning Outcomes

- Explain how I/O psychology relates to the profession of psychology and business.
- Be able to identify the major fields of I/O psychology.
- Understand how and why psychologists are licensed.
- Learn the history of I/O psychology, including major people, events, and eras.
- Give the reasons for cross-cultural interest in I/O psychology.
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Research Methods Learning Outcomes

- Understand the empirical research cycle.
- Know the relative advantages and disadvantages of the laboratory experiment, quasi-experiment, questionnaire, and observation research methods.
- Understand meta-analysis and data mining.
- Understand the purpose of organizational neuroscience.
- Understand the value of qualitative research.
- Understand the concept of correlation and its interpretation.
- Understand the limitations of assessing causality.
- Have an awareness and appreciation of the ethical issues associated with I/O psychological research.
- Understand the difference between academic-based and practitioner-based research.

Teams/ Teamwork

- Explain why the use of teams is increasing.
- Explain what is meant by level of analysis.
- Explain the concept of teamwork.
- Describe the various types of teams.
- Describe how teams and team members develop over time.
- Describe the structure and processes of teams.
- Explain how teams make decisions and share mental models.
- Explain how personnel selection, training, and performance appraisal apply to teams.

Psychological Assessment

- Identify the major types of reliability and what they measure.
- Understand the major manifestations of validity and what they measure.
- Know the major types of psychological tests categorized by content.
- Explain the role of psychological testing in making assessments of people, including ethical issues and predictive accuracy.
- Explain non-test predictors such as interviews, assessment centers, physical ability testing, work samples, biographical information, and letters of recommendation.
- Understand the controversial methods of assessment.

Decision Making/ Hiring Learning Outcomes

- Understand the distinction between conceptual and actual criteria for decision-making.
- Understand the meaning of criterion deficiency, relevance, and contamination.
- Explain the purpose of work analysis and the various methods of conducting one.
- Explain the nine major criteria of job performance examined by I/O psychologists.
- Understand the concept of dynamic criteria.

Personnel Decisions

- Explain the social and legal context for personnel decisions.
- Describe the process of personnel recruitment and affirmative action.
- Understand how organizational strategy influences personnel decisions.
- Explain the concept and significance of validity generalization.
- Describe the selection of employees and the process of assessing job applicants.
- Identify issues pertaining to the determination of the passing score.
- Explain the concept and significance of test utility related to organizational efficiency.
- Describe the personnel functions of placement and classification.

Organizational Learning

- Explain the relationship between learning and task performance.
- Describe the steps to assess training needs within an organization.
- Know the major methods of computer-based and non-computer-based training and their associated strengths and weaknesses.
- Identify approaches and benefits of active learning approaches.
- Describe the importance of and role of diversity training, expatriate training, and sexual harassment training in the workplace.
- Describe the role of mentoring and executive coaching in management development.
- Explain how knowledge and skills from training are transferred back to the job.
- Explain the evaluation of training and development programs.

Performance Management

- Understand the concept of performance management.
- Describe the performance management process.
- Describe the six purposes of performance management systems.
- Know the attributes of a legally defensible performance appraisal system.
- Understand the major rating errors and biases.
- Know the various types of absolute and relative rating systems.
- Explain the purpose of rater training.
- Understand the bases of rater motivation.
- Understand peer assessment, self-assessment, and 360-degree feedback.
- Describe the role of feedback giving, seeking, and reactions within performance management.
- Explain the rationale behind various reactions to performance management systems.

Affect, Attitudes, and Behavior

- Explain the role of affect, moods, and emotions in the workplace.
- Explain the organizational attitudes of job satisfaction, work commitment, employee engagement, and organizational justice.
- Understand the concepts of organizational citizenship behavior and counterproductive work behavior and their relationships to other concepts.
- Understand the concept of organizational politics.
- Understand the concept of the psychological contract in employment and its changing nature.

Organizations/ Change

- Explain the classical and structural theories of organizations.
- Describe the components of social systems: roles, norms, and organizational culture.
- Understand the concept of person-organization fit.
- Explain downsizing, outsourcing, offshoring, and mergers and acquisitions.
- Explain the creation of global organizations.
- Discuss the rationale for organizational change.
- Understand why employees resist change.
- Understand the concept of corporate social responsibility.

Workplace Health

- Understand the concept of psychological health and its five major components.
- Explain the different types of work stressors and their impact on employees.
- Explain the basis of work-family conflict and work-family enrichment.
- Discuss how work schedules affect workplace psychological health.
- Describe the stigmatizing effect of dirty work on employees.
- Understand how drug and alcohol abuse affect the workforce.
- Understand the psychological effects of unemployment.
- Understand the issues surrounding the exploitation of children in the global workforce.

EVALUATION AND GRADING:

Assessment of the above noted learning outcomes will be based on the following:

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|------------------------------|-------|
| Attendance | 5% |
| Research Methods Certificate | 5% |
| Team Project | 22.5% |
| Exam 1 | 22.5% |
| Exam 2 | 22.5% |
| Final Exam (Exam 3) | 22.5% |
| Total | 100% |

GRADING SCALE:

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|--------------|--------------|--------------|--------------|
| A 93-100 | B 83-86.999 | C 73-76.999 | D 63-66.999 |
| A- 90-92.999 | B- 80-82.999 | C- 70-72.999 | D- 60-62.999 |
| B+ 87-89.999 | C+ 77-79.999 | D+ 67-69.999 | F below 60 |

The last day to withdraw from a course without incurring a WF “withdraw failing” grade is October 5, 2018.

CLASS PREPARATION & CANVAS: Lectures focus on the material presented in the textbook and a general discussion relating to the topics(s) outlined in the class schedule (below). Students are expected to read the assigned text chapters before class and be prepared for class discussion. Working version of the PowerPoint presentations will be posted to Canvas for each of the book chapters covered in the course. Additionally, material that is not in the textbook may be added to the covered topics.

INTERNET & ELECTRONIC COMMUNICATION: **You are encouraged to bring your laptop to class for the purpose of taking notes and class activities.** Any surfing of the Internet or e-mailing during lectures is distracting and is strictly prohibited, as is the use of cell-phones for e-mailing, texting, etc. Please turn your phone to silent or OFF before the beginning of each class session.

EXAMINATIONS: There will be three non-cumulative examinations. The first exam only covers material reviewed prior to the first exam, and the second covers material reviewed after the first exam, and the final exam covers material reviewed after the second exam. Exam questions will be multiple choice. The exams will cover assigned readings, class lectures, and material covered in class that is not in the textbook unless otherwise noted by the instructor. The exams are closed-book. Attending class sessions is essential but not sufficient for success

on the exams; reading the textbook is essential but not sufficient to succeed in the course; both are important for success in the course.

FINAL EXAMINATION: The date of your final exam will fall between November 30th and December 6th (TBD by the registrar).

RESEARCH METHODS CERTIFICATE: As part of the research methods module, you will complete as part of UNCG's CITI web-based research education program. Complete the course titled "Researcher Modules". This will require you to read and participate in several modules related to research ethics (e.g., history and ethical principles, defining research with human subjects, etc.). To receive your grade, you must email your completion certificate to your instructor or submit your certificate to Canvas. This is a PASS/ NO PASS portion of your grade. Instructions on registering for the course are located here: <https://integrity.uncg.edu/citi-training/> (click "instructions for IRB CITI Training"). The certificate of completion is due **January 24, 2018**. Late submissions will not be accepted.

TEAM PROJECT: Your team will play the role of a human resource/ industrial-organizational management consultancy working for a fictional company. You may choose any industry and you must create a fictional company. The project entails creating a recruitment and selection procedure for the fictional company and hiring the 'best' candidate for the job role. More specifically, your team will choose a job for your company and email a brief (1-2 paragraph) outline of the job and a description of your company to the instructor for approval. After the job and company are approved by the instructor, your team will conduct a work analysis. The two outputs of a job analysis are the job description (2-4 pages) and the job specifications (2-4 pages). Your team will create these two documents. Next, each team will create a recruitment poster advertisement (1 page) for this position. Teams also will develop a set of interview questions to use when interviewing applicants for this job (1-2 pages).

Your team will be assigned by the instructor to apply for a position offered by another team. Each team member will write a cover letter (1 page) and resume (1-2 pages) for this position. You should not write anything that is not true about yourself on the cover letter and resume. Each person will submit his/her cover letter and resume to the other team using Canvas by the assigned date. If a cover letter and resume is not submitted by the assigned date, the team should clearly write "LATE" on cover letter and resume before final submission to the instructor. For late applications, the team should indicate in the interview analysis and applicant choice document if and how the lateness of the application influenced their hiring decision for this applicant. Next, teams will interview each applicant from the other team. Each interview should be 20-30 minutes in length. Shorter interviews will not give the team enough information to write a quality interview analysis and project reflection.

Teams should keep detailed notes of each interview/ selection criteria and have a thorough discussion about each candidate and the candidate pool as a whole. Doing so will be helpful for when you create the interview analysis and applicant choice document (4-6 pages), where you discuss the important highlights from the interviews, which applicant you chose, and why you chose that person. Each team also will give interview feedback to each individual they interviewed.

Lastly, the team will write a project reflections document (4-6 pages), providing an overview of their thoughts on the project (e.g., identifying what the team did right/wrong in the different steps of the hiring process, what they learned, and how they could improve upon this process next time).

The student applicant chosen for the position by the other team will receive 1 corrected multiple choice question on the final exam.

Every piece of material created by the team and 1 copy of all materials provided by the applicants (i.e., 1 copy of each cover letter and resume received) will be given to the instructor on the last day of regular classes. In

total, each team will need to give the following to the instructor: job and company choice + job description + job specifications + recruitment poster + interview questions + interview analysis and applicant choice + project reflections + 1 copy of each cover letter and resume of the other team's applicants placed at the end (as an appendix) = approximately 23-37 pages in total. Make sure to also submit the job analysis with the specification/ description. Also make sure to submit the interview notes as an appendix (so you can refer to them in your applicant choice document without repeating everything everyone said – this will save you space). Also make sure to submit the detailed recruitment add.).

Grades for this assignment will be based upon a variety of factors, including the quality of each phase of the process (job specifications, job description, recruitment poster, etc.), appropriateness of interview questions/ selection procedure, insight gained from this experience, not meeting the minimum amount of text for each part of the project, and other factors relevant to quality work. All materials in this assignment are to be handed in double-spaced and in 12 point font. Grades may be awarded for punctuation, grammar, and spelling.

Please note: Under no circumstances should any team contact an actual company and interview them in relation to this team project. Additionally, teams should not contact any references given by the candidate nor request personal information from applicants, beyond that which the applicant chooses to provide in the cover letter and resume.

Please note: During the last week of class, we will collect confidential information from each of you about the contribution of each group member. Peer reviews allow each team member to evaluate the performance of other team members, and the evaluations of your peers could reduce your grade to zero for the team project. It is the team’s responsibility to first attempt to resolve the matter within the team. Then, if not fully resolved, the team must notify the instructor of this issue. So that corrective action can be taken before it is too late, please contact the instructor early in the semester. If the matter cannot be resolved to the team’s satisfaction, this will be reflected in the peer rating submitted by individual team members on the last day of regular classes. In cases where it is clear that an individual has made little or no contribution to the group work, we will adjust that individual's mark on the project to a mark less than that given to the group as a whole (or zero).

A sample team project structure is provided for you below (assuming double spacing). Some sections might be shorter or longer depending on the circumstances of your group. Quality is more important than quantity.

| Item | # Pages |
|---|---------|
| Title Page | 1 |
| Table of Contents | 2 |
| Job Analysis | 1 |
| Job Description/ Job Specification | 2-4 |
| Recruitment Poster | 1 |
| Interview Schedule/ Interview Questions/ Hiring Procedure (e.g., describing a work sample) | 1-2 |
| Applicant Choice Document | 4-6 |
| Project Reflections | 4-6 |
| Appendix A: Applicant Resumes | 5-8 |
| Appendix B: Interview Notes | 5-10 |
| TOTAL | 23-37 |

OPTION FOR BONUS CREDIT FOR RESEARCH PARTICIPATION (MAX 2% OF FINAL GRADE):

Students in this course are eligible to participate in approved research studies at UNCG’s Bryan School of Business and Economics. Research participation is the ONLY option available to you for bonus credit. As a professional, you are expected to complete your coursework in a high quality and timely manner and this option

is not intended to diminish this expectation but, instead, provide you with an opportunity to learn about how research and business are related.

Students can earn 1 credit for each 30 minutes of participation (1 credit = 0.5% extra credit).

The demand for timeslots may exceed the supply for a given term. Thus, the student is **NOT GUARANTEED** that there will be enough studies available to meet their bonus credit demand; students should seek studies early in the semester before research quotas are fulfilled by other students.

Only one credit per study will be permitted (i.e., you can participate in the same study only once). Note that participation in studies is completely voluntary and students are not obligated to participate in research for credit. If you do not wish to participate in a research study, but wish to earn extra credit, you have the alternative option of writing a paper about business research. Please contact the Research Participation Coordinator Nan Huang (n_huang@uncg.edu) NOT your instructor, for more information about the requirements and deadlines for the written paper.

You will sign up for studies online using Bryan School of Business & Economics Research Participation System located here: <https://uncg-bryan.sona-systems.com>. Click [here](#) to watch a [YouTube video](#) providing detailed instructions on setting up an account and signing up for studies.

Only available studies will be listed in the Research Participation System; if no studies are available, you are encouraged to watch the site for announcements of new studies. When appropriate, you also may receive email announcements for new studies.

For questions, students must email the Research Participation Coordinator Andreas Mickler (acmickle@uncg.edu) (**NOT** your instructor).

The last day to participate in research for bonus credit is November 28, 2018.

CLASS SCHEDULE AND TOPICS:

Important dates (e.g., last day to change classes, reading days, etc.) can be found at the following web site:

<https://reg.uncg.edu/calendars/fall-2018-academic-calendar/>

tentative and subject to change

| Dates | Topics & Team Meetings | Readings & Activities | Team Activities & Documents |
|--------------|---|----------------------------------|--|
| August 15 | Course introduction, assignment overview, and class expectations/ The Historical Background of I/O Psychology – part 1 | Chapter 1 | |
| August 22 | The Historical Background of I/O Psychology – part 1/ Research Methods in I/O Psychology | Chapter 1/ Chapter 2 | Activity: Teams Formation: Outcome: Have a brief meeting to discuss the job you will choose. Document: Job and company choice. Give the instructor a short (1-2 paragraph) of the job and company you chose. |
| August 29 | Teams / Teamwork | Chapter 9 | Document: Job and company choice. Give the instructor a short (1-2 paragraph) of the job |

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| | | | and company you chose (if you didn't last week). Research Certificate Deadline (5%). |
| September 5 | Personnel Decisions | Chapter 5 | |
| September 12 | Exam 1 (22.5%) – Chapters 1, 2, 9, and 5 <i>After exam – team meetings (optional)</i> | | |
| September 19 | Work Analysis / Hiring Decision Making Psychological Assessments I | Chapter 3/ Chapter 4: <u>Section on Validity/Reliability</u> | Activity: Job specification/ job description Outcome 1: Job analysis process Outcome 2: What does someone do in this position? (2-4 pages) Outcome 2: What qualifications are needed to perform the job? (2-4 pages) |
| September 26 | Psychological Assessments II | Chapter 4: <u>Section on Biased Methods/ Assessment Approaches</u> | Activity: Recruitment Poster Ad Activity: Develop selection procedure Document: Selection procedure/ interview questions. Outcome: Job Ad. <u>Bring copies next week for job fair.</u> |
| October 3 | Performance Management | Chapter 7 | Activity: JOB FAIR Activity: Develop a set of interview questions / selection criteria. Document: Selection procedure/ interview questions. Activity: Using Canvas, send your resume to the interviewing group. |
| October 10 | Performance Management / Exam Review | Chapter 7 | Activity: Using Canvas, send your resume to the interviewing group. |
| October 17 | Exam 2 (22.5%) – Chapters 3, 4 part 1, 4 part 2, and 7 <i>After exam – team meetings (optional)</i> | | |
| October 24 | Selection Interviews | | Activity: Interview Applicants |
| October 31 | Training | Chapter 6 | Activity: Summarize each interview/ select candidate Outcome: Explain whom you chose and why (4-6 pages) |

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| | | | Activity: Using Canvas, send your resume to the interviewing group. Document: Interview analysis and applicant choice. |
| November 7 | Affect, Attitudes, & Behavior | Chapter 10 | Activity: What did you do right/wrong? What did you learn? What would you change if you did it again? Etc. (4-6 pages) Document: Project reflections |
| November 14 | Organizational Change | Chapter 8 | Activity/ Document: Finalize Team Project Team Project Due (22.5%) |
| November 21 | THANKSGIVING – NO CLASS | | |
| November 28 | Workplace Psychological Health/ Review for final exam | Chapter 11 | |
| November 30 th - December 6 th | Final Exam Period 22.5% - Chapters 6, 10, 8 and 11 | | |

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

ATTENDANCE POLICY: You are expected to show up to every class on time. The Bryan School of Business is a professional school; students will be expected to act like professionals. You can decide when it is not possible for you to attend a class. There is no need to notify the instructor. Be sure to notify your team. **WARNING:** there is no excuse for letting your team down. If you miss a class, it is your responsibility to contact a team member about what you missed.

ACCOMODATION FOR STUDENTS WITH DISABILITY: Any student with disability requiring reasonable accommodation should inform me by email within the first week of class. The student must also provide me with a letter from the Office of Accessibility Resources and Services (OARS) with enough lead time for me to provide the specified accommodation(s).

DEFERRALS. According to UNC policy, certain circumstances warrant the rescheduling of an exam. I recommend that you contact Academic Advising as soon as possible if exam rescheduling is required by attending a drop-in advising session. You may need to see a dean as well to provide documentation for some deferred exam reasons. Deferred exams will be approved for the following reasons only:

(a) Illness or medical emergency. Students are instructed to consult Campus Health Services or Counseling (CHS) and Psychological Services (CAPS) about having your name entered onto the Examination Excuse List. Approval need to be granted within 48 hours of the scheduled exam. If students are treated at CHS or CAPS but do not appear on the Examination Excuse List, or they are not treated at CHS or CAPS, they should see their advisor as soon as possible, consult with the instructor, and documentation should be provided.

(b) Domestic affliction (e.g., compassionate deferral due a death in the immediate family, a family emergency, etc.). Documentation is required.

(c) Religious holidays. Any student who cannot take an exam on the scheduled due date or participate fully in any other aspect of the course due to religious conflict must inform the instructor by email within the first two weeks of class so that we can make alternative arrangements for him/her to take the exam and/or complete that part of the course.

(d) Three exams in 24 hours or two exams at the same time. In the case of a scheduling issue of this type, students may apply to the University Registrar's Office, 180 Mossman Building, for permission to change their exam schedules. The usual policy is to change the middle examination in a sequence of three. All requests for changes in examinations must be filed with the University Registrar's Office by Reading Day or by the last day of classes for the semester.

ACADEMIC/STUDENT SUPPORT SERVICES: There are several Academic and Student Support Services available to students that you may use. These include the Student Success Center, the Writing Center, Office of Accessibility Resources and Services (OARS), Information Technology Services (ITS) and The Student First Center. You are supporting these services with your tuition payments. Use them to improve your learning at this institution.