San José State University  
Department of Psychology  

Psychology 170  
Introduction to Industrial and Organizational  
Psychology  Spring 2011  

Instructor: Dr. Megumi Hosoda  
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Email: Megumi.Hosoda@sjsu.edu  
Office Hours: Mon & Wed 11:00 – 12:00 pm and 3:00-4:00p.m. or by appointment  

Class Days/Time: M W 12:00 – 1:15 pm  
Classroom: CL310  
Prerequisites: Introduction to Psychology (Psyc1)  

Course Webpage  
The syllabus is posted at http://www.sjsu.edu/psych/Syllabus/Psyc_170/.  
Copies of the course materials such as the syllabus, assignments, handouts, power point presentations, etc. will be found on my faculty web page accessible through the Faculty Web Page links on the SJSU home page. Please visit http://www.sjsu.edu/people/megumi.hosoda/courses/psyc170.  

Course Description  
The purpose of this class is to introduce you to the field of Industrial and Organizational (I/O) psychology. I/O psychology has two main sides: the 'I' and the 'O'. ‘I’ side covers topics such as legal issues, job analysis, selection, and performance appraisals. ‘O side covers topics such as motivation, work attitudes, leadership, and teams.  
In this class, you will learn how psychologists can help improve the workplace for the individual, the group, and the organization using theories and scientific methodologies.  

Course Goals and Student Learning Objectives  
The major goal of this course is to provide you with an opportunity to enhance your understanding of how psychology helps better understand our behavior in the workplace, both from a basic and an applied perspective.
Required Texts/Readings

Textbook

Useful websites
Society for Industrial and Organizational Psychology [www.siop.org](http://www.siop.org)
Academy of Management [www.aomonline.org](http://www.aomonline.org)

Classroom Protocol
In an effort to create a classroom environment conducive to learning, I expect you to follow the following classroom etiquette:

1. You are expected to come to class prepared and be an active participant in class by asking questions and taking notes.
2. Be polite and respectful to other people in the class.
3. Do not talk when your instructor is speaking or when other students are asking questions.
4. Please turn off all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.
5. Do not work on any other course material during class, including studying for other exams.
6. If you must arrive late or leave early, please do so quietly and with a minimum of distraction.
7. For those of you who bring laptops to class, surfing the internet during the class period is strictly prohibited. If I find you surfing the internet during the class period, you might be asked to leave the class.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy
Your letter grade for this course will be based on a total score obtained three exams, one group project, and the summaries of four articles. A letter grade will be assigned based on the following grading distribution.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three midterm examinations</td>
<td>300 pts</td>
</tr>
<tr>
<td>Group project</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

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Summary of four articles 100 pts (25 pts each)

<table>
<thead>
<tr>
<th>Total Point Possible</th>
<th>500 (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ &gt; 490</td>
<td>98%</td>
</tr>
<tr>
<td>A 465 – 489</td>
<td>93%</td>
</tr>
<tr>
<td>A- 450 – 464</td>
<td>90%</td>
</tr>
<tr>
<td>B+ 440 – 449</td>
<td>88%</td>
</tr>
<tr>
<td>B 415 – 439</td>
<td>83%</td>
</tr>
<tr>
<td>B- 400 – 414</td>
<td>80%</td>
</tr>
<tr>
<td>F &lt; 299</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

**Examinations (300 points)**

There will be a total of three exams during the semester. All exams will be closed book and consist of multiple choice questions. Exam questions will be drawn from both the textbook and lectures. The final exam will be Exam 3, which will be given during finals week and will not be cumulative. Remember to bring a scantron (No. 882-E) to class for each exam.

In order for the evaluation process to be fair to every student in the course, it is important to make sure that the conditions of evaluation are as uniform as possible for everyone. This kind of uniformity simply cannot be achieved if some students take the exams on days other than those when the exam is given to the rest of the class. Just the fact that some students would have more time to study for the exam than do those students who take the exam as scheduled is simply unfair.

Therefore, in the interest of maximizing uniformity for evaluation conditions, in fairness to all students in the class who take their exams as scheduled, the following policy will be implemented without exception (i.e., is non-negotiable).

Make-up exams (without a penalty) will be given only under the most extraordinary circumstances, upon approval by your instructor of a typewritten petition with convincingly official supporting documentation attached (e.g., letter from a medical doctor testifying that the student was incapable of attending class to take the exam).

Without your instructor’s approval of a petition as described above, makeup exams will be given with a substantial penalty (30% reduction of the possible highest score). This means that even if you answer all of the questions correctly on the exam, your score can never be higher than 70% of the total possible points (i.e., the highest score you would receive is a C-).

**Group project “In Search of Great Places to Work for” (due on May 16th)**

The group project is designed to improve your team work skills by giving you the opportunity to work with other students, as well as improve your understanding of organizational behavior principles by examining how these principles are applied to the workplace.

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An important component of Industrial/Organizational Psychology is taking information gathered from research studies and applying it to workplace settings in order to improve the workplace.

**You will work on this project in pairs** as a team and each team will conduct an organizational assessment at a local organization (in a broader sense). The team will be responsible for all the tasks associated with conducting an organizational assessment. The main tasks are as follows: (1) conducting interviews with a small number of employees (i.e., 5) to address critical issues at the organization that are related to the topics covered in class, (2) analyzing their responses, (3) summarizing the findings, and (4) writing a summary of the project.

A late paper will be accepted with a substantial penalty (20% reduction of the total possible points).

**Summaries of articles**

You will be asked to summarize four articles. The major purpose of this assignment is to understand how and why organizations are using or not using organizational principles in the workplace. A summary of an article should be type-written, single-spaced and one page long.


A late summary will be accepted with a substantial penalty (20% reduction of the total possible points). Sending a summary to me via email will not be accepted.

**University Policies**

**Academic integrity**

Students should know that the University’s [Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) is available at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, cheating and plagiarism are grounds for a failing grade regardless of your other scores. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
**Course Schedule**

*This course will follow the syllabus to the extent possible. However, the timing and specific nature of topics may change. Any changes will be announced in class as far in advance as possible. You are responsible for keeping informed of any changes made to the class schedule.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26 (Wed) &amp; 1/31 (Mon)</td>
<td>Introduction to I/O psychology</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2/2 (Wed) &amp; 2/7 (Mon)</td>
<td>Employee motivation</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>2/9 (Wed) &amp; 2/14 (Mon)</td>
<td>Work attitudes</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>2/16 (Wed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/21 (Mon) &amp; 2/23 (Wed)</td>
<td>Groups and teams</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>2/28 (Mon)</td>
<td>Exam 1 (Chs. 1, 9, 10, &amp; 13)</td>
<td></td>
</tr>
<tr>
<td>3/2 (Wed) &amp; 3/9 (Wed)</td>
<td>Leadership</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>3/14 (Mon), 3/16 (Wed) &amp; 3/21 (Mon)</td>
<td>Occupational stress</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>3/21 (Wed) &amp; 3/23 (Wed)</td>
<td>Job analysis</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>3/28 (Mon) &amp; 3/30 (Wed)</td>
<td>Spring recess – No class</td>
<td></td>
</tr>
<tr>
<td>4/4 (Mon) &amp; 4/6 (Wed)</td>
<td>Legal issues</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>4/11 (Mon)</td>
<td>Exam 2 (Chs. 12, 15, 2, &amp; 3)</td>
<td></td>
</tr>
<tr>
<td>5/2 (Mon), 5/4 (Wed), &amp; 5/9 (Mon)</td>
<td>Performance evaluation</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>5/11 (Wed) &amp; 5/16 (Mon)</td>
<td>Training</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>5/20 (Fri) 9:45 – 12:00</td>
<td>Exam 3 (Chs. 4, 5, 6, 7, &amp; 8)</td>
<td></td>
</tr>
</tbody>
</table>

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Group Project
“In Search of Great Places to Work for”

1. **Purpose:** Your team will choose one organization in any industry, examine its management practices, and report on results. The learning objectives for this project are:
   - Improve your understanding of organizational behavior practices and concepts through experience and observation with a real-life organization.
   - Improve your team facilitation skills by working with your group members on this project.
   - Improve your written communication skills.

2. **Methods:** How do you collect information? I encourage you to collect information on the management practices of your chosen company from as many sources as you can. The following are some sources that you can use: business publications (e.g., *Business Week, Fortune, Wall Street Journal*), written documents available from the organization (e.g., mission statement), interviews with 5 workers and managers, questionnaires, and personal observations from on-site visits.

3. **What type of information should you collect?:** The focus of the project is on organizational behavior concepts and practices. Each team will select four issues. For each issue, your team will need to address three questions. The following page contains a list of issues that could be used by your team. Feel free to include the topics that are not covered by the list. **The issues and questions that your team will address need to be approved by your instructor prior to data collection.**

4. **Outputs:** Each team is responsible for producing a paper. The paper should be 8-10 pages in length, double spaced, and carefully proofread. The paper will be graded on thoroughness, organization, and thoughtfulness.

   The paper should include the following:
   - **Cover page** with names of students and organization.
   - Introduce the organization. Provide a brief overview of the organization (one to two paragraphs) describing the type of business, mission, values, size, structure, etc. Following, describe the methods your team used in collecting data (e.g., interview, survey questionnaire). Also include the number of participants and their demographic information.
   - Address the issues (i.e., what issues were studied and what questions were asked) and their results (how did people respond, both qualitative and quantitative responses).
   - **Conclusion.** Based on your results, is the company considered a “great place to work for” by your team? What are the strengths and weaknesses of the organization? What recommendations would you make for improvements for the organization in terms of its I/O Psychology practices?
   - **Individually written --** What did you learn from this project? What issues among the I/O Psychology practices struck you as most essential for organizational effectiveness?
   - Attach the interview questions and/or the questionnaire used.

**Examples of organizational issues to be addressed**
- Describe the management/organizational behavior practice of the firm, including management philosophy, corporate culture, values, and norms (**all the teams need to address this issue**).
- **Rewards:** Describe how employees are rewarded. What motivational approaches are used?
• **Job satisfaction**: Are employees satisfied with their jobs? What aspects of jobs/environments are they satisfied with or dissatisfied with? What does the company do to make its employees satisfied?

• **Organizational commitment**: Are employees committed to the organization? How are they committed to the organization (e.g., affective, normative, continuous)? What does the company do to make its employees committed to their organization?

• **Groups/teams**: Are groups/teams used? What type of approach to organizing groups is used?

• **Leadership**: How does a supervisor lead his/her subordinates? What kind of leadership style does the supervisor use? What influence tactics does the leader use to influence his/her subordinates?

• **Conflict**: How are conflicts resolved?

• **Occupational stress**: What strategies does the organization use to reduce stress among its employees?

• **Diversity**: What does the organization do, if any, to promote diversity among its employees?

• **Organizational justice**: Are employees treated fairly in the company? What does the company do to make sure that its employees are treated fairly?

• **Counterproductive behavior**: Do employees engage in counterproductive behavior? How does the organization deal with such employees? How is employee behavior controlled? How are employees disciplined?

• **Employee engagement**: Are employees engaged with their jobs? How do employees demonstrate that they are engaged? How does the company deal with the employees who are not engaged?

**General suggestions:**

1. Keep in mind that both team members will receive the same grade for the group project. I strongly encourage teams to work together on all activities. In particular, it is critical to check the quality of the paper before handing it in to me. However, it is just as important that the data collection efforts for an organization be done thoroughly and carefully.

2. Before collecting data from the organization, be sure to develop a careful plan to ensure that you are able to obtain all of the necessary information.

3. Communication is critical to the success of your project. If problems arise that are not discussed, it could affect the quality of your project. Also, don’t hesitate to share ideas or discuss differing points of view. This will increase your learning and will improve your project.

4. Remember that everyone in the team has something unique to offer. Try to help your team as effective as possible by understanding each person’s strengths and weaknesses.