San José State University

Social Science/Psychology

Psych 170, IO Psychology, Section 1, Fall, 2015

Instructor: Harriet Pila
Office Location: DMH 242
Telephone: (408) 569-6074
Email: hkpila@pacbell.net
Office Hours: Monday and Wednesday 8:45pm-9:45pm
Class Days/Time: Wednesday 6pm - 8:45pm
Classroom: DMH 353
Prerequisites: Psychology 1, General Psychology; and Statistics 95, Elementary statistics.

Course Description
Industrial and Organizational (I/O) psychology has two major components: the “I” and the “O”. Topics covered will include individual differences, social perceptions, job satisfaction, work motivation, occupational stress, group behavior, leadership, power and influence. The major goal of the 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.

Course Goals and Student Learning Objectives
The aim of this course is to expose students to the field of Industrial/Organizational psychology. In doing so, students will be presented with a diverse body of information about the field of (I/O) psychology. They will understand the importance of data in decision making and management...
decisions. They will understand human factors and the integration of various psychological philosophies into the work environment.

**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

CLO1 They will understand the importance of data in decision making and management decisions

CLO2 They will understand human factors and the integration of various psychological philosophies into the work environment.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements...

*Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

*Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

*Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

*Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

*Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Required Texts/Readings**

**Textbook**

Michael G. Aamodt

*Industrial/Organizational Psychology: An Applied Approach*

6th or 7th Edition ©2007
ISBN: 0495093068

ISBN13: 9780495093060 you may purchase the book on line or in Spartan Bookstore.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Classroom Protocol

Instructional Procedures:

Information is presented both in the classroom and throughout the text. Classroom meetings will be in a lecture/discussion format regarding the important materials to be learned. I will not make an attempt to cover all aspects of the text. Rather, I will focus on difficult areas, particularly interesting areas, or on topics of special interest. While class meetings are relatively structured lectures, there is a substantial amount of class time set aside for discussions, questions and answers. Students are encouraged to participate in class and group discussions.

-

COURSE REQUIREMENTS:

1. Students are expected to fulfill these obligations: 1) participate in class discussion, 2) take all exams, 3) Participate on a team project 4) fulfill the writing requirement by writing a research paper to support the team project.
This will discussed in class and an additional hand-out will be supplied supporting this review.

2. **Exams:** There will be three examinations given through the semester. These exams will consist of approximately 60 multiple-choice items. Students are expected to arrive in class on time, equipped with two No. 2 pencils. The items will come from the text and material covered in class. There will be three scheduled exams in class. None of the exams will be cumulative. You will need an e882 scantron with 50 answer spaces preside.

3. **Test items will assess knowledge of the assigned reading material and class presentations on the following dimensions:**

   1A. Factual information (e.g., knowledge of key terms, methods, research outcomes, theoretical hypotheses and interpretation of research outcomes);

   2A. Conceptual knowledge (i.e., understanding of the methods, research and theory covered);

   3A. Actual and/potential "real life" applications of the methods, concepts and principles covered in the course.

4. **Make-Up Exam Policy.**

   A. In a very real sense, the evaluation procedures used as the basis for assigning grades in any course, are only as fair as those evaluation procedures are uniform. Such uniformity is diminished when some students take the course exams on days other than on those days when the exam is administered to the rest of the class. Just the fact that some students thus have more time to prepare for the exam than do others, creates a situation in which the evaluation procedure may be viewed as inherently unfair.

   B. In the interests of maximizing uniformity of the test administration, in fairness to all students in the class who take their exams as scheduled in spite of what are often very difficult and unforeseen life circumstances, the following policy will be implemented:

   C. The safest assumption here is that **there will be no make-up exams given** for any missed exams.

   D. Make-up exams for any exams will be given only under the most extraordinary of circumstances, upon approval by the instructor of a
typewritten petition with convincingly official supporting documentation attached (e.g., a letter from a medical doctor testifying that the student was incapable of attending class on the day the exam was scheduled).

E. Without the instructor's approval of a petition as described above, a missed exam will be scored as a zero in tabulating the point total on which the student's grade in the course will be based.

F. Failure to file a petition and follow the procedure described here, will result in the entry of a zero as the student's score on the missed exam.

G. No cell phones are allowed to be turned on or used in class.

5. **TEAM PROJECT PRESENTATION and WRITING REQUIREMENT**

1. There are a lot of different ways to try to learn things. Learning by doing is among the most effective ways of developing a lasting, working knowledge and understanding of whatever it is that we're trying-to learn. Each team will be given data results that they must be able to identify 3 problem areas and should utilize the research to solve the presented identified problems. A 20 minute class presentation will be performed by each team.

2. The purpose of this requirement is to give the student an opportunity to develop just such a lasting working knowledge and understanding of particular aspects of industrial psychology as a social science.

3. The writing requirement will need to be written up in APA format. Students will write-up a proposal as if they are getting ready to solve some type of IO problem for a company. A handout will be distributed during the second week of the course that can be followed in order to produce an appropriate proposal. An example will be discussed in class. An outline will be given to students the third week of class. All papers will be loaded up by the student into turnitin.com for grading and academic integrity review. More information regarding this will follow.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Link to information on add/drops are available at
Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) (Links to an external site.). Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Assignments and Grading Policy**

A. Letter Grades

1. Assignment of final letter grades in the course will be based on the total number of points accumulated on the three counted course exams, with completion of the team project, individual writing requirement for the team project and extra credit assignments counted as bonus points.

Correspondingly, the cutoff point totals for final letter grades in the course will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 exams at 60 points possible each</td>
<td>180</td>
</tr>
<tr>
<td>Class assignments worth</td>
<td>120</td>
</tr>
<tr>
<td>Team Analysis Project</td>
<td>100</td>
</tr>
<tr>
<td>Individual Analysis Supporting Paper</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total**

500

- A: 450 - 500
- B: 400 - 449
- C: 350-399
- D: 300 - 349
- F: 299 and below

**University Policies**
**Academic integrity**

Students should know that the University’s [Academic Integrity Policy is available at](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) (Links to an external site.). 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 is available at](http://www.sa.sjsu.edu/judicial_affairs/index.html) (Links to an external site.). 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, all assignments are to be completed by the individual student unless otherwise specified. 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.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and
The general purpose of this paper is to give you the experience of diagnosing the problems of an organization and recommending an appropriate intervention strategy.

General Requirements:

1. Utilize your data and analyze the questions. Describe both the strengths and weaknesses, as well as any problems that might be solved. You must decide what problem you will focus on.

2. After the problem has been thoroughly described, recommend an intervention strategy that incorporates one or more of the management interventions you discover through the research. Your intervention strategy should be appropriate, given the discovered problem area. It should also show that you have a good understanding of the intervention you are recommending (i.e., back up your plans with citations from at least 5 empirical articles).

3. The paper should be at least 6 double-spaced typewritten pages and follow APA format.

4. In addition to the regular paper, you will be required to include an “executive summary.” This is a one-page summary of the main points of your paper.
written in language a high school graduate could understand. This is just to get you prepared for the “real world” where you will be writing for managers who are not familiar with behavioral science jargon. Executive summaries belong at the beginning of your document (immediately after the eye-catching title page).

- APA style
- Use your existing data provided in class
- Research should involve solutions
- No more no less than 6 pages
- At least 5 current citations 2003 and beyond
- Load paper into turnitin.com
- I will grade on line

Additional Guidelines for your Paper

PLAGIARISM IS NEVER TOLERATED!
(http://www.plagiarism.org/faq.html (Links to an external site.) or http://www.indiana.edu/~wts/wts/plagiarism.html (Links to an external site.))

Do NOT forget:
1. **Staple** your paper prior to turning it in.
2. Make a **second hard copy** of your paper (in addition to more than one copy of the paper on disk (e.g. a copy on a hard disk and a floppy disk back-up))
3. To turn in your paper by the **deadline**, which is the **beginning of the class period** on the due date (including the staple). The “postmark” is the date and time, not merely the date. **We will be utilizing turnitin.com**

Specific Points
1. **Proofread** – spell-check does not catch errors, such as “tot he,” when you intended to write “to the.” I encourage students to have someone else read over your work prior to handing it in. Failure to proofread creates, in the mind of the professor, a general negative impression of the paper.

2. Provide **definition** for uncommon words and phrases. A citation from someone else is most appropriate here (as long as you give credit, where credit is due). Do not think the professor knows it all or that he or she is the only one who will one day read your paper.

3. Be careful when using the words “**study versus experiment**”.

4. Be careful with using the words “**true and proven**.” A theory or hypothesis can never be “true” or “proven,” rather they can be “supported” or “disconfirmed.” Null hypotheses, however can be rejected.

5. Be careful with the use of the words “**cause or effect**;” you will read about correlations more often than about causal relations, as they are harder to support.

6. **Numbers** below 10 are spelled out (e.g., “nine”). However, sentences should always begin with numbers spelled out (e.g., “Nine hundred fifty-six students responded to the survey.”)

7. Do not use direct verbatim **quotes** except when absolutely necessary, which should be rare. Typically one should **paraphrase** what was written and give credit to whoever wrote it.

8. Only the **last name of authors** should be used. Even when stating that “So and so wrote ...” be sure to write only the last name followed immediately by the year (in parentheses).

9. Note that “e.g.” means “for example” and “i.e.” means “that is.” Use them appropriately.

10. **Paper will need to be uploaded into turnitin.com no later than December 5, 2012.**

**Format Notes for Paper**

Every page should be numbered

Header on every page
Text should be left justified

Paragraphs are indented 5 spaces (1 default tab)

12 point font; Times New Roman or Arial (not **bold** or *italicized*)

1-inch margins all around

Double space (for client single or 1.5 space)

Consult APA manual (5th ed.)

Grammar and spell check

Informative Cover Page (Name of Client’s Company, Title for report, date, your names)

*Format Notes for Executive Summary*

1st page after cover page

No page number necessary

Text can be justified on both sides

Single spacing is acceptable, double space between paragraphs (unless indenting paragraphs)

12 to 14 point font is acceptable

Times New Roman or Arial is acceptable (do not *italicize* or **bold**)

No less than .5 inch margins (border around text is acceptable)

Grammar and spell check (this is the first and possibly the only text an executive will read)

**2 Web Resources on Writing an Executive Summary**

[http://www.sba.muohio.edu/sba_home/Centers/hwinew/studentresources/execsummary.asp](http://www.sba.muohio.edu/sba_home/Centers/hwinew/studentresources/execsummary.asp) (Links to an external site.)


**PEER GROUP EVALUATION** (Submit completed form to instructor).

In rating yourself and your peers, provide a percentage within the range you feel describes each teammates’ contribution.
90-100% = Superior; 80-89% = Above Average; 70-79% = Average; < 70% = below average/weak

Insert your name in the first column and your peers’ names in the remaining spaces (one name at the top of each column).

<table>
<thead>
<tr>
<th>Names</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable for meetings (Were they on time for meetings, did they show up for meetings)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in group discussions or meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliable with meeting deadlines for work in progress and final project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped keep the group focused on the task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributed useful ideas to the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects each group member’s opinions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes his/her share to discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This person took an active role in helping to complete the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledgeable about assignments and her/his role and fulfills that role</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity of work done</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of work done</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter total average of all scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Don’t base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess contributions in a fair manner. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS. Include extra notes here
## Psych 170/IO Psychology, Fall 2015, Course Schedule

*This schedule is subject to change with fair notice by email with updates if necessary.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | August 26  | In class: Semester preparation  
Homework Read chapter 1  
1. Introduction to I/O Psychology. Introduction of syllabus and course details  
2. Goal assignment and syllabus quiz |
| 2    | September 2| In Class: 1. Introduction to I/O Psychology.  
Homework: Read Chapter 2  
Assignment announced in class |
Assignment: complete a job analysis of your current job or one you would like to apply for soon.  
Read Chapter 3 |
| 4    | September 16| No Physical class.  
Work in teams to analyze data.  
Work on data analysis with your team. Select 6 critical areas to narrow down for your research paper and team project. Each team will need to turn in one assignment for the team.  
Create a study guide for chapters 1-3  
Read Chapter 4 |
| 5    | September 23| 3. Legal Issues in Employee Selection  
Homework to create a study guide for chapter 4  
Complete all homework at the end of chapter 4 |
| 6    | September 30| 4. Employee Selection: Recruiting and Interviewing.  
Study for your Exam 1-4 |
| 7    | October 7  | Exam 1 in class 60 questions  
Read chapter 5 and Chapter 6 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 8    | October 14  | 5. Employee Selection: References and Testing  
Narrow your search to 3 problem areas find 15 articles as a team 5 per problem area.  
Read Chapter 7 |
Assignment TBD  
7. Evaluating Employee Performance  
Homework: Read chapter 8 and 20 point assignment on creating a study guide for chapters 5-8. |
|      | Continued   | Study for exam 5-8                       |
| 11   | November 4  | Exam in Class Chapters 5-8 60 points  
read Chapter 9 and 10 |
| 12   | November 11 | In Class  
Chapter 9. Employee Motivation.  
Chapter 10 Employee Satisfaction and Commitment  
Homework read chapters: 11 |
| 13   | November 18 | Chapter 11 in class  
Exam 9-11 on line this can be done anytime between November |
| 14   | November 25 | No class here                           |
| 15   | December 2  | Group Presentations are due here in class All peer evaluations are due here. No exceptions Plan on staying until 10:00pm |
| 16   | December 9  | Group Presentations are due here in class All peer evaluations are due here. No exceptions Plan on staying until 10:00pm  
No exceptions. Papers due here) no exceptions, no negotiations. Loaded into turnitin.com by 11:59 pm |