San Jose State University/ Department of Psychology

45850, Introduction to Industrial & Organizational Psychology,

Section 02, Fall, 2017

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Telephone: 408-924-5653
Email: neelam.rattan@sjsu.edu

- Please write PSY 170 & your Section on the subject line of your email
- Please note that I do not regularly check email on evenings or weekends. While I try to check email regularly, please allow 1 business day for a response.

Office Hours: Monday & Wednesday 12:00P.M.-1:15P.M.
Or by appointment
Office Hours End On 12/11/2017
You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to see me.

Class Days/Time: Wednesday 6:00PM-8:45PM
Classroom: DMH 355
Prerequisites: PSYC 1

Faculty Web Page and MYSJSU Messaging (Optional)
You are responsible for regularly checking with the messaging system through MYSJSU and Canvas.

**Course Description**

Application of psychological theory, research and methodology to the work environment. Topics covered include leadership, power, group processes, motivation, satisfaction and issues in personnel psychology.

*Putting it succinctly: I/O can be simply explained as Requirements/Reactions.*

This course aims at applying psychological theory, and its research methodology to the work environment. Its emphasis is two-pronged viz., **INDUSTRIAL** covering the issues as job analysis, selection, placement, training and **ORGANIZATIONAL** covering issues like job satisfaction, occupational stress, group behavior, leadership, individual differences.

Course Learning Outcomes (CLOs):

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

- **CLO1**: describe the major concepts and theories of Industrial Organizational Psychology.
- **CLO2**: develop an understanding of how theory and research are applied to work settings.
- **CLO3**: begin to apply what they learned to their own and others’ work-related applications.
- **CLO4**: develop analytical and critical evaluation of current I/O theories and practices.
- **CLO5**: understand the interplay of job commitment, time management, working in a team as being vital assets for job success.

**Course Goals and Student Learning Objectives**

- To develop analytical and critical evaluation of current I/O theories and practices.
- To stress on the interplay of commitment, time management, working in a team as being vital assets for job success.
- To explain the scientist-practitioner model, by training students in conducting scientific inquiry as well as its practical applications.

These course goals and learning objectives will be achieved by the completion of the following assignments and taking the subsequent quizzes.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements…

**PLO1 – 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.
PLO2 – 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.

PLO3 – 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.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – 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

Useful Websites:
www.apa.org
www.siop.org

Other equipment / material requirements:
882e Scantrons

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Therefore, for every hour of classroom time or direct faculty instruction a minimum of two hours of out-of-class student work is expected each week for about fifteen weeks for one semester.

More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf

Class room participation: There will be 35 points for participating in classroom activities. This may include individual participation, group activities, in-class discussions. There will be no make-up opportunities for in-class activities, if the student is not present in class on the day the activity is conducted. Completing of Exercise 1 & 2 will be worth 5 participation points each. Attending each case presentation and filling the peer evaluation form will equal 3 participation points for each presentation attended.
NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” Attendance per se shall not be used as a criterion for grading.

**Individual Assignments:**
Exercise 1, **due on 23rd of August. This is an in-class assignment.**
Describe the most recent job that you have held or are working at now.
List two reasons for choosing this job.
Entail the duties you are required to perform.
What would be the role of an I/O psychologist in the organization you work/worked for?
Exercise 2, **due on 30th of August.** Read the given Case Study and answer the five questions given at the end of the study. **This is an in-class assignment.**

**Reflection & Critical Thinking Assignment (RCTA):** This is worth 80 points. Details of this assignment will be explained to you in class. This project is to be done individually. You are to proof-read your paper before turning it in and check your paper for Punctuation, Grammar, Spelling errors. Your paper is to be typewritten, double-spaced, 12 pitch-font, one-inch margins, using Times New Roman font and in standard American Psychological Association (APA) format. Papers will be graded on content and technical accuracy. Your paper should thoroughly review core concepts and the relevant empirical research and theory.

The purpose of this assignment is to have you explore specific topics addressed in this course in greater detail, help you develop the ability to think critically, integrate materials from a variety of sources, and write clearly about theoretical and/or practical issues. The minimum length of the paper should be 8-9 pages long, not including references. The first portion of this assignment is due on assignment is due on **11/8/2017** and second portion of this assignment is due on **11/29/2017**.

**Group Assignment:** This is worth 35 points. Students will be required to analyze a case study, work in groups and prepare a group presentation. For this, students will be divided in to groups. Each student will be assigned one of the following roles:
Presenter of Historical Background—responsible for presenting summary of case
Problem-Resolution Member/s—answering specific questions
Applicator—pointing out the theoretical foundations and linking case analysis to core concepts
Visualizer—responsible for presenting the presentation as a PowerPoint presentation, or as a poster or by distributing handouts.

**Exams:** There will be a total of two class exams each comprising of 50 questions, each question being worth 1 point, adding up to a total of 100 points (50x2=100). For all exams **882E Scantrons are required.**
The first exam will be held in class on 20th of September. This will be a closed book exam.
The second exam will be an in-class open book exam held on 25th of October.
There will be one **Final exam** comprising of 100 questions, each question being worth 1 point adding up to a total of 100 points. **This exam will be a closed book exam and will be held on 13th of December from 5:15P.M.-7:30P.M.in our classroom.**

**Assignments and Grading Policy**

**Grading:** This will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Exams</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>RCTA</td>
<td>80</td>
</tr>
<tr>
<td>Case Study Presentations</td>
<td>35</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>35</td>
</tr>
<tr>
<td>Possible Total Points</td>
<td>350</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A+ = 338-350
- B+ = 303-313
- C+ = 268-278
- D+ = 233-243
- A = 324-337
- B = 289-302
- C = 254-267
- D = 219-232
- A- = 314-323
- B- = 279-288
- C- = 244-253
- D- = 209-218
- F = 0 - 268

- All assigned work should be submitted on the specified date.
- Late submissions will amount to an immediate loss of 10% of the due credit.
- Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
- This course will follow this syllabus to the extent possible. However, timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.
- Students are required to read the assigned material before class.
- **Extra credit will not be given.**

**Make up exams:**

You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. It is your responsibility to notify me before the date of the exam, either via email or by leaving me a voicemail including your name, and telephone number. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up.

**Using Canvas:**
Dear Student,
Our course, Psych 170, will be using San Jose State’s online learning management system Canvas for the upcoming semester.

Login URL: https://sjsu.instructure.com

Please note that it should NOT have the “www” at the start of the URL like many other websites.

Username: SJSU 9-digit ID number.
Password: Self-generated password for your SJSUOne account

Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website at http://www.sjsu.edu/at/ec/canvas/. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at http://guides.instructure.com/.

For questions regarding the course or course materials, please contact me, the instructor.

For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

• Phone: (408) 924-2337
• Submit a help ticket using the following URL: https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx.

While logged into Canvas, click on the word Help on the upper right corner of the screen.

Classroom Protocol

Specific Class Policy on Etiquette
In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, guest presentations, and films.

Special Note:
➢ If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed
in class. You are responsible for all information and announcements made in class.

- It is vital that you complete all scheduled readings and assignments before each class.
- Do not talk, read, or eat during class.
- Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me beforehand via email if you will not be in class.
- Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.

Cell Phones as well as other electronic devices

Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

ON TEST DAYS. be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.

Laptops

You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course. Note that “common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. Furthermore, “course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, , or homework solutions without instructor consent.” If you plan to record lectures, please let me know in advance.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu senate/docs/S07-2.pdf requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information,
follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling)

*Psyc170, Industrial & Organizational Psychology, 45850, Fall, 2017.*

The schedule is subject to change with fair notice and in case of any change you will be informed in advance.

**Table 1 Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | 8/23 | Chapter 1- The Historical Background of I/O Psychology. Exercise 1 explained.  
In class Activity: Exercise 1  
Explaining of the Group Assignment  
Groups Formed |
| 2    | 8/30 | Chapter 2 Research Methods in I/O Psychology.  
In class Activity: Exercise 2  
Groups Meet |
| 3    | 9/6  | Chapter 3 Criteria: Standards for Decision Making.  
Explaining RCTA |
| 4    | 9/13 | Chapter 4 Predictors: Psychological Assessments.  
Groups Meet |
<table>
<thead>
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</thead>
</table>
|      |       | **FIRST EXAM (Chapters 1-4)**  
Groups Meet                                                                 |
| 5    | 9/20  | Chapter 5 Personnel Decisions                                                                          |
| 6    | 9/27  | Chapter 5 Personnel Decisions                                                                          |
| 57   | 10/4  | Chapter 6 Organizational Learning  
Case Study Presentation based on Chapter 6                                                                |
| 8    | 10/11 | Chapter 7 Performance Management  
Case Study Presentation based on Chapter 7                                                                |
| 9    | 10/18 | Chapter 8 Organizations and Organizational Change.  
Case Study Presentation based on Chapter 8                                                                |
| 10   | 10/25 | **SECOND EXAM (Chapters 5-8)**  
Groups meet                                                                                                 |
| 11   | 11/1  | Chapter 9 Teams & Teamwork.  
Case Study Presentation based on Chapter 9                                                                |
| 2    | 11/8  | Chapter 10 Affect, Attitudes, and Behavior at Work.  
Case Study Presentation based on Chapter 10  
***First Portion of RCTA Due Today***                                                                 |
| 13   | 11/15 | Chapter 11 Workplace Psychological Health.  
Case Study Presentation based on Chapter 11                                                               |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>11/22</td>
<td>Non-Instructional day</td>
</tr>
</tbody>
</table>
| 15   | 11/29| Chapter 12 Motivation  
Case Study Presentation based on Chapter 12  
***Second Portion of RCTA Due Today*** |
| 16   | 12/6 | Chapter 13 Leadership  
Case Study Presentation based on Chapter 13 |
| Final Exam | 12/13 | 5.15PM-7.30PM, DMH 355 (Chapters 9-13) |