San Jose State University/ Department of Psychology

20410, Introduction to Industrial & Organizational Psychology,

Section 01, Spring, 2017

Instructor: Dr. Neelam Rattan.
Office Location: DMH 342
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 12:00 P.M.-1:00 P.M.
Or by appointment
Office Hours End On 5/15/2017
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: Monday & Wednesday 1:30 P.M.-2:45 P.M.
Classroom: DMH 348
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/Outcomes._

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 assignments and taking the subsequent quizzes and exams.

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

Class room participation: There will be 55 points for participating in classroom activities. This may include individual participation, group activities, and 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 10 participation points each. Attending each case presentation and filling the peer evaluation form will equal 5 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 30th of January. 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 31st 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. This assignment is due on 4/26/2017.

Group Assignment: This is worth 40 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.

All exams will be closed book exams.
The first exam will be held in class on 27th of February.
The second exam will be held on 5th of April.
There will be one final exam comprising of 75 questions, each question being worth 1 point adding up to a total of 75 points. This exam will be a closed book exam and will be held on 22nd of May from 12:15 P.M.-2:30 P.M. in our classroom.

Assignments and Grading Policy
Grading: This will be as follows:
Two Exams 100 points
Final Exam 75 points
RCT Assignment 80 points
Case Study Presentations 40 points
Classroom Participation 55 points
Possible Total Points 350 points

Grading Scale:
A+ = 338-350    B+ = 303-313    C+ = 268-278    D+ =233-243
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](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/](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/](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](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
General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation
Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly
defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf

**Accommodation to Students’ Religious Holidays**

*University Policy S14-7* states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/senate/docs/F15-3.pdf). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](http://www.sjsu.edu/senate/docs/F15-3.pdf)). Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/senate/docs/F15-3.pdf).

**Consent for Recording of Class and Public Sharing of Instructor Material**

*University Policy S12-7*, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate 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. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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 instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

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 Accessible Education Center (AEC) to establish a record of their disability.

Student Technology Resources
Computer labs and other resources for student use are available in:

- Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
- Academic Technology Computer Center at http://www.sjsu.edu/at/hd/ on the 1st floor of Clark Hall
- Associated Students Computer Services Center at http://as.sjsu.edu/ascsc/ on the 2nd floor of the Student Union
- Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- Computers at the Martin Luther King Library for public at large at http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library
- Additional computer labs may be available in your department/college

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’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a
successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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 and Psychological Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at http://www.sjsu.edu/counseling


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>
<tbody>
<tr>
<td>1</td>
<td>1/30</td>
<td>Chapter 1- The Historical Background of I/O Psychology. Exercise 1 explained.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>2</td>
<td>2/1</td>
<td><em>In class Activity: Exercise 1</em></td>
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<td></td>
<td></td>
<td>Chapter 1 continued</td>
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<tr>
<td></td>
<td></td>
<td>Explaining of the Group Assignment</td>
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<tr>
<td></td>
<td></td>
<td>Groups Formed</td>
</tr>
<tr>
<td>2</td>
<td>2/6</td>
<td>Chapter 2 Research Methods in I/O Psychology.</td>
</tr>
<tr>
<td></td>
<td>2/8</td>
<td>Chapter 2 continued</td>
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<tr>
<td></td>
<td></td>
<td><em>In class Activity: Exercise 2</em></td>
</tr>
<tr>
<td>3</td>
<td>2/13</td>
<td>Chapter 3 Criteria: Standards for Decision Making.</td>
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<tr>
<td></td>
<td></td>
<td><em>Explaining RCT Assignments</em></td>
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<tr>
<td></td>
<td>2/15</td>
<td>Groups Meet</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 3 continued</td>
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<tr>
<td></td>
<td></td>
<td>Groups Meet</td>
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<tr>
<td>4</td>
<td>2/20</td>
<td>Chapter 4 Predictors: Psychological Assessments.</td>
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<tr>
<td></td>
<td>2/22</td>
<td>Groups Meet</td>
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<td></td>
<td></td>
<td>Chapter 4 continued</td>
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<tr>
<td>5</td>
<td>2/27</td>
<td><em>FIRST EXAM (Chapters 1-4)</em></td>
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<tr>
<td></td>
<td>3/1</td>
<td>Chapter 5 Personnel Decisions</td>
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<td>6</td>
<td>3/6</td>
<td>Chapter 5 continued</td>
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<td></td>
<td>3/8</td>
<td>Chapter 6 Organizational Learning</td>
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<tr>
<td>57</td>
<td>3/13</td>
<td>Chapter 6 Organizational Learning</td>
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<tr>
<td></td>
<td></td>
<td>Case Study Presentation based on Chapter 6</td>
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<td></td>
<td>3/15</td>
<td>Chapter 7 Performance Management</td>
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<tr>
<td>8</td>
<td>3/20</td>
<td>Chapter 7 continued</td>
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<td></td>
<td>3/22</td>
<td>Case Study Presentation based on Chapter 7</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 8 Organizations and Organizational Change</td>
</tr>
<tr>
<td>9</td>
<td>3/27 to 3/31</td>
<td><em><strong><strong>Spring Break</strong></strong></em></td>
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<tr>
<td>10</td>
<td>4/3</td>
<td>Chapter 8 continued</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>4/5</td>
<td>4/10</td>
<td>Case Study Presentation based on Chapter 8</td>
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<td></td>
<td>4/12</td>
<td>SECOND EXAM (Chapters 5-8)</td>
</tr>
<tr>
<td>11</td>
<td>4/10</td>
<td>Chapter 9 Teams &amp; Teamwork.</td>
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<td></td>
<td>4/12</td>
<td>Chapter 9 continued</td>
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<td></td>
<td></td>
<td>Case Study Presentation based on Chapter 9</td>
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<tr>
<td>12</td>
<td>4/17</td>
<td>Chapter 10 Affect, Attitudes, and Behavior at Work.</td>
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<tr>
<td></td>
<td>4/19</td>
<td>Chapter 10 continued</td>
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<td>Case Study Presentation based on Chapter 10</td>
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<tr>
<td>13</td>
<td>4/24</td>
<td>Chapter 11 Workplace Psychological Health.</td>
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<tr>
<td></td>
<td>4/26</td>
<td>Chapter 11 continued</td>
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<td></td>
<td></td>
<td>Case Study Presentation based on Chapter 11</td>
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<tr>
<td></td>
<td></td>
<td><em><strong>RCTA Due Today</strong></em></td>
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<tr>
<td>14</td>
<td>5/1</td>
<td>Chapter 12 Motivation</td>
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<td></td>
<td>5/3</td>
<td>Chapter 12 continued; Video on Motivation</td>
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<tr>
<td>15</td>
<td>5/8</td>
<td>Chapter 13 Leadership</td>
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<tr>
<td></td>
<td>5/10</td>
<td>Chapter 13 continued</td>
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<tr>
<td></td>
<td></td>
<td>Case Study Presentation based on Chapter 13</td>
</tr>
<tr>
<td>16</td>
<td>5/15</td>
<td>Chapter 14 Union/Management Relations Discussion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5/22</td>
<td>12:15P.M.-2:30P.M. in DMH 348</td>
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</tbody>
</table>