

# Industrial and Organizational Psychology

## Section 02 PSYC 170

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/19/2024

### Course Information

**Class Location:** DMH 348

**Class Days and Times:** Tuesday and Thursday; 1:30 P.M. - 2:45 P.M.

This course introduces students to the field of Industrial and Organizational (I/O) Psychology, the scientific discipline that draws upon rigorous methodologies and theory to understand human experiences and behavior in the workplace. Given that work is part of most people's every day lives, and most individuals spend almost as much time working as they do sleeping, work often ends up being a component of who we are and has a significant impact on our lives. Therefore, we all have a stake in what our work looks like. This course is designed to enable you to expand your understanding and ability to apply psychological principles to the workplace context and employee lives. As a class, we will journey through topics ranging from selecting employees to improving work-life satisfaction and reducing work-stress.

### Course Description and Requisites

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.

Prerequisite: PSYC 001.

Letter Graded

### Classroom Protocols

#### How to best support learning (for *you* and *me*).

**Reading & Quizzes.** Reading the assigned chapter(s) prior to the lecture will enable students to do well on the content quizzes and activities, and get the most out of our class time together. Specifically, engaging with the pre-class assignments prior to class will make in-class activities more effective for learning, provide opportunities to clarify concepts, and ultimately facilitate students' ability to successfully complete course assignments.

**Attendance & Participation.** It is very important for students to attend all class sessions as they are responsible for the information shared, material discussed, and in-class activity assignments. Furthermore active participation is frequently essential to ensure maximum benefit to all class members, including your project team, as it allows you to be better prepared to contribute to your project. Students who are not present to complete the in class collaborative activities will not be able to earn credit for them. You are expected ask questions and engage in thoughtful discussion, and I will work to foster an environment where all students feel comfortable doing so.

*According to University Policy F15-12, "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."*

**Respect.** My goals are to create a fun atmosphere where we can all engage in the exciting process of research. Additionally, as an instructor, I strongly believe in supporting and helping students in learning the course material in ways that can be applied to academic and professional careers. Thus, the environment of this classroom must be professional and respectful. You are always expected to respect and be courteous to one another, and this involves being an active listener. This course covers broad range of topics and I expect that there will be differing perspectives throughout activities and/or discussions. This is part of the scientific thinking process, and it is important to recognize the critical value that diverse perspectives bring to the discussion. **Racism, bullying, harassment, and any other inappropriate behavior is unacceptable, will not be tolerated, and will be reported.**

**Academic Honesty.** Ethical research is a core topic in this course so it will come as no surprise that students in this course are held to the highest standard of academic honesty. Cheating, plagiarism, and other forms of academic misconduct will be followed up with the rigorous pursuit of disciplinary action. Any incident of academic dishonesty will be immediately reported to the Office of Student Conduct and Ethical Development (SCED) and students may appeal any accusations of academic dishonesty through SCED. Additionally, any plagiarized assignments or incidences of cheating result in an automatic 0 for the assignment. Writing assignments are checked for plagiarism by TurnItIn on Canvas. If an incident of academic dishonesty is particularly egregious, you and your entire team may receive an automatic F in the course.

\*\*\*\*ON THE USE OF AI\*\*\*\* Since writing, analytical, and critical thinking skills are primary skill outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Artificial Intelligence (AI)-generated submissions in any form are not permitted unless express permission is granted. In instances where AI is allowed, you may not submit any work generated by AI as your own; material generated by AI must be cited like any other reference material. Because the information derived from AI tools is based on previously published materials, the use of tools such as ChatGPT to complete course assignments or exams without proper citation is plagiarism and will be considered a violation of academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and that you will properly cite your sources.

Furthermore, information gathered from such tools requires critical assessment via your own research of peer-reviewed sources, as there have been several instances and examples of such programs publishing verifiably false and inaccurate information.

**Late assignments/Extra credit.** Late assignments will normally not be accepted except under documented compelling causes and emergencies. If there is a compelling reason for late submission (e.g., illness of yourself or the person you are caring for), no points will be deducted. In that case, **you must contact me before the assignment is due.** Note the due dates in the syllabus and plan accordingly. Extra credit is not normally offered, however, if there is an opportunity for extra credit that arises, it will be announced to the class during a class session.

**Class Cancellations.** Classes may be canceled if the university is closed or if the instructor is unable to attend. If the latter arises, an announcement will be posted to Canvas as soon as possible.

## Program Information

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**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. 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.
3. Critical Thinking Skills. 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.
4. Applications 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.

## Course Learning Outcomes (CLOs)

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CLO1: Describe what I-O Psychology is, what I-O Psychologists do, and some of the major issues that organizations face related to employees

CLO2: Describe major concepts, theories, and current and historical issues related to the development of I-O psychology

CLO3: Describe the different methods industrial organizational psychologists use in applied and research settings.

CLO4: Infer appropriate conclusions from I-O psychology research

CLO5: Synthesize evidence and information to critically evaluate the impact of organizational practices and employee behavior on the organization, employees, and others'

CLO6: Apply I-O principles to real-life scenarios arising in the workplace

CLO7: Diagnose and solve I-O issues and problems that organizations and employees face

CLO8: Synthesize and apply material to effectively research, present, and communicate recommendations related specific topics in I-O

CLO9: Demonstrate effective teamwork

CLO10: Recognize the importance of ethical organizational and employee behavior

## Course Materials

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Truxillo, D.M., Bauer, T.N., & Erdogan, B. (2015). *Psychology and Work: Perspectives on Industrial and Organizational Psychology* (1st ed.). Routledge. <https://doi.org/10.4324/9781315882048>

You can purchase a hard copy or download a PDF - there are *inexpensive* versions online! Note that you do not need the 2nd edition (which is more expensive).

## Course Requirements and Assignments

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

### **Skill Building Activities and Assignments (100 points possible)**

There will be frequent skill building exercises or topic-based activities completed during our meetings. These exercises are designed to give you a brief, applied experience in applying course content, decision making, and problem solving as they relate to Industrial/Organizational topics. The type of exercises and activities will vary, some will be individual based like homework, or mini chapter quizzes, while others will be group activities. When completing the exercises, be sure to submit them by the due dates, and to thoroughly answer each question and explain responses completely to receive full credit. The total points for a given activity will vary from 2 - 10 points usually.

### **Quizzes (100 points possible)**

There will be quizzes to assess your learning of the two primary topics in this course: Industrial Psychology and Organizational Psychology. The quizzes will be worth a total of 100 points (50 points each). We will decide as a class whether we want to break these quizzes down into two or four quizzes (the total points will remain the same). You will be permitted to use course materials on the test (i.e., book, assignments, notes, but no laptops). Be sure to take the time to study for each Quiz as it will be an applied and challenging quiz, and there will not be time to search for most of the answers. Quizzes will consist of multiple choice applied

questions. This means that you will need to carefully consider and properly apply course concepts to get the answers correct rather than find exact definitions. Quiz materials are developed based on content from the book, class lectures, slides, and additional material (e.g., projects, videos, etc.). The highest score on each Quiz will be set to equal 100%, and all students will receive the same additional “bump” on the Quiz grade. For example, if the top score is 46/50, each student will receive an additional 4 points. You will either receive a study guide for the quiz, or you will receive a study guide and we will do a preparation activity.

### Group Applied Project - Paper (125 points possible)

This course involves conducting an applied project that includes a paper and presentation that is largely completed outside of class time. The paper will be approximately 8 - 10 pages and be focused on a specific topic covered in this class. See the separate Group Project Paper Instructions for detailed paper instructions and rubric.

### Final Applied Presentation (125 points possible)

For this class, your final evaluation will be based upon the Applied (team) Project Presentation that corresponds to your Applied Paper. See the separate Group Presentation Instructions on Canvas for detailed presentation instructions and a rubric. Note: After completing the paper and presentation, you will complete peer evaluations, where you will rate each member of your group, and you will be rated. If your peer evaluations are consistently poor, you will lose points based on your contributions to the project (see the paper rubric for the sliding scale). If you do not contribute to the project, you will receive 0 points for the project. The final portion of this project involves content expert evaluations of other groups' projects.

## ✓ Grading Information

### Grade Breakdown

Assignment	Number of Assignments	Points
Quizzes	2 - 4 (we will decide as a class)	100
Activities	~10 - 15	100
Group Project Paper	1	125
Group Project Presentation	1	125

### Final Letter Grade

Letter Grade	Percentage
A	94 - 100%

A-	90 - 93.99%
B+	87 - 89.99%
B	83 - 86.99%
B-	80 - 82.99%
C+	77 - 79.99%
C	73 - 76.99%
C-	70 - 72.99%
D+	67 - 69.99%
D	63 - 66.99%
D-	60 - 62.99%
F	Less than 60%

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

### Tentative Course Schedule

The following is a detailed tentative course schedule. There may be changes (e.g., topics, readings, due dates, activities) to this portion of the course throughout the term and you will always be notified during class if this happens. **Bold** represents a significant due date. *Italics* represent a suggested due date to help you stay on track. Regular font for all else such as normal due dates and information on content.

Date	Topics, Readings, and Major Assignment Information
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<p>Thursday 1/25 (individual work)</p> <p>Tuesday 1/30 (first in person session)</p>	<p>For the first class session, please review the announcement, the welcome video, the syllabus, and <b>download</b> or purchase the book, and read chapters 1 &amp; 2</p> <p>Homework due prior to 1/30: Name Coach; and above task list</p> <p>Tuesday 1/30 Topic: Welcome! What is I/O? What about research methods?</p> <p>In class activity: Quiz Ch. 1</p> <p>Homework due prior to class on 2/1: Read Chapter 3</p>
<p>Thursday 2/1</p>	<p>Topic: Job Analysis</p> <p>In Class Activity: Group Job Analysis Activity</p> <p>Homework due prior to next class: Read Chapters 4 and 5</p>
<p>Tuesday 2/6</p>	<p>Topic: Performance Appraisal and Criterion Measures (Ch.4 and 5)</p>
<p>Thursday 2/8</p>	<p>Topic Continued: Performance Appraisal and Criterion Measures (Ch.4 and 5)</p> <p>In Class Activity: Individual and Group Performance Appraisal Activity</p> <p>Homework due prior to next class: Read Chapters 6 and 7</p>
<p>Tuesday 2/13</p>	<p>Topic: Employee Selection (Ch. 6 and 7)</p> <p>Homework due prior to next class: Individual Selection Activity</p>
<p>Thursday 2/15</p>	<p>Topic: Employee Selection</p> <p>In Class Activity: Group Employee Selection Activity</p> <p>Homework: Read Chapter 8; Homework: Read chapter intros to remaining topics.</p>

Tuesday 2/20	<p>Topic: Training and Development</p> <p>In Class Group Activity: Training and Development Assignment</p>
Thursday 2/22	<p>Industrial Quiz Review/Prep Session/Choose Topics and Groups!</p>
Tuesday 2/27	<p>Industrial Quiz</p> <p>Homework: Read Ch. 9 and <i>read the chapter of your group topic</i></p>
Thursday 2/29	<p>Topic: Quiz Debrief, Introduction to Group Project, and Employee Motivation</p> <p>In class activity: Employee Motivation Group Activity</p> <p>Homework: Read Ch. 10, <i>Develop Interview Questions for Group Project</i></p>
Tuesday 3/5	<p>Topic: Employee Motivation Continued and Leadership (ch. 10)</p> <p>Homework: Submit Interview Questions for Group Project by next class session</p>
Thursday 3/7	<p>Topic: Leadership Continued</p> <p>In Class Leadership Group Activity</p> <p>Homework: Read Chapter 13</p>
Tuesday 3/12	<p>Topic: Teams (ch. 13)</p> <p>Instructor Feedback to Interview Questions</p>
Thursday 3/14	<p>Topic: Teams Group Activity and Instructor Feedback to Interview Questions</p> <p>Homework: Read chapter 11 &amp; 12; Finalize Interview Questions/Resubmit if necessary per meeting; <i>Begin working on project introduction</i></p>



Tuesday 3/19	Topic: Job Attitudes, Emotions (ch. 11)  Homework: <i>Begin interviewing employees</i>
Thursday 3/21	Topic: Job Attitudes  In Class Activitie(s); Job Attitudes  Homework: <i>Finish introduction, Finish interviewing employees; work on the rest of the paper</i>
Tuesday 3/26	Topic: Stress & OHP
Thursday 3/28	Topic: Stress & OHP  In Class Activities: Stress and OHP Activity  Homework: <i>Finish the Methods, Results and Discussion Sections; Finalize them</i>
Tuesday 4/2 and Thurs 4/4	<b>Spring Recess</b>
Tuesday 4/9	Organizational Quiz Prep
Thursday 4/11	Organizational Quiz
Tuesday 4/16	Group Work Day (no in person class): Submit Draft of Paper to be Evaluated by Peers
Thursday 4/18	Group Work Day (no in person class): Review another team's draft; Submit by Sunday at 11:59 P.M.
Tuesday 4/23	Group work day, and meetings with instructor for revisions
Thursday 4/25	Group work day and meetings with instructor for revisions

Tuesday 4/30	Final Paper Due Monday 4/29 and 11:59 p.m.  Topic: Developing your presentation
Thursday 5/2	Work on Final Presentation/Practice
Tuesday 5/7	Final Presentations in class and posted to canvas
Thursday 5/9	Final Presentations in class and posted to canvas
Finals:	Submit Peer Evaluations and Content Expert Feedback via Canvas  170-01: Monday May 20 by 12:00 PM  170-02: Friday May 17 by 2:30 PM