



**Society for the Teaching of Psychology (APA Division 2)**  
**OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)**

Department of Psychology, University of St. Thomas, 3800 Montrose Blvd., Houston, TX 77006

**PSY290****INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY****FALL 2005****Instructor:** Dr. Michael J. Tagler**Class location:** SC 321**Class times:** 2:00 – 3:15 TR**office:** 340F Smith-Curtis**office hours:** 4 – 5pm, TR and by appointment**e-mail:** mtagler@nebrwesleyan.edu**phone:** 465-2431**Course Description**

Industrial / Organizational (I/O) Psychology is an applied science. Specifically, it is the application of scientific methods and psychological principles to industrial and organizational behavior. Topics include: job analysis, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership, and occupational health. The ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness.

PSY002 (Intro 2) is a prerequisite for this class. As a result, students are expected to enter the class with a basic understanding of how empirical research is conducted and of the domains of personality and social psychology. In addition, because of the data-intensive nature of I/O Psychology, PSY110 (Psych Stats) or equivalent (with instructor permission) is a prerequisite.

**Required text:**

- Muchinsky, P. M. (2003). *Psychology Applied to Work* (7<sup>th</sup> ed.). Belmont, CA: Thomson. ISBN: 0-534-59625-8

**Course Websites:**

- Log on at: <http://job.nebrwesleyan.edu:88/> to access course materials  
→ we will use for file sharing & grade posting
- Student book companion site can be found at: <http://psychology.wadsworth.com/>  
→ use for reviewing and studying chapter concepts and for links to further information

**Format and Objectives**

This course is designed for both lecture and discussion. Lectures will supplement and clarify material presented in the textbook. This does not mean that only material from the text will be presented in lecture or that students are responsible for only the textbook material that is presented in lecture. Rather, students are responsible for BOTH the material that is in the assigned readings and that which is presented during class time.

In addition, class time will be devoted to the discussion of supplemental readings assigned in class. These readings are designed to extend and deepen your understanding of the textbook material. To facilitate discussion of this material there will be a discussion leader. See below for more details regarding class discussion.

Even students who do not plan a career in psychology will benefit from the critical, creative, and practical thinking skills emphasized in this course. The course will be taught in a way that (1) models such thinking for the students and (2) provides students the opportunity to think in these ways. Students will have considerable opportunity to ask questions, provide comments, and initiate discussions.

This course is designed to meet the following objectives:

- To understand why psychologists study the behavior of workers and organizations, and how this study has contributed to both our understanding and practice of work.

- To apply psychological theories and empirical methods to analyze issues in the workplace.
- To increase critical thinking by carefully examining the methodology and results of empirical research.
- To lead and participate in a discussion concerning scientific I/O Psychology research.
- To perform a literature review of an I/O Psychology topic.

### Expectations

**Attendance:** Attendance is critical for the discussion aspect of the course. Although students will not be graded directly on attendance, attendance information is useful in situations involving poor performance, grade disputes, letters of recommendation, research opportunities, and as a general indicator of student effort. If absences are unavoidable due to official university activity or for important personal reasons, the student is responsible for notifying the instructor as soon as possible. If the situation is reasonable, arrangements can be made for make-up work, but only if arrangements are made in advance (or asap in the case of emergencies).

**Readings:** Specific reading assignments will be announced in class. Students are expected to have carefully completed the readings prior to the beginning of class. Learning is greatly enhanced by repeated exposure to material. Those who come to class already familiar with the material are able to process the material as it is presented in class at a much deeper level and better prepared to ask questions and contribute to discussion.

### Student Evaluation:

- **Exams:** There will be two in-class exams and one comprehensive final exam. Exams may consist of multiple choice, fill-in the blank, short-answer, and/or essay questions (specific format will be announced in class prior to each exam).
- **Discussion Leader:** With 1 or 2 assigned partners, each student will lead an approximately 30 minute class discussion of an assigned reading. The discussion should begin by providing a brief summary of the reading, and then soliciting and responding to comments from the class. To do this effectively the discussion leaders will need to prepare a list of issues, questions, ideas, etc. to present to the class. Discussion leaders may use powerpoint, incorporate handouts, a class activity, video, or other tasks into the discussion (however, the discussion should be the major activity). Discussion leaders are **required to set an appointment to meet with the instructor** and discuss their plans at least one week (7 days) in advance of their discussion day. Topic assignments and a grading rubric will be distributed in class.
- **Discussion Participant:** Of course, when students are not the discussion leader they are expected to be an active discussion participant. Students should come to class ready to discuss by taking notes on the reading and preparing several comments, ideas, relevant experiences, and questions. The instructor and/or discussion leaders will distribute to the class two or three questions concerning the planned reading(s) in advance of the discussion day. Discussion participants will turn in typed responses to the discussion questions on each discussion day.
- **Peter's Pan Pizza (PPP) Assignments:** To gain some experience of how I/O Psychology is actually practiced in organizations, we will be using inter-office memos from a fictitious organization called Peter's Pan Pizza, Inc. The memos will present a specific problem or issue of concern to the organization and a response to the problem from a fictional I/O Psychologist. For each of these, students will write responses to assigned questions.
- **Term Paper:** Students will write a 7-10 page APA-formatted paper reviewing a topic of I/O Psychological study. The project will be completed in steps with due dates spread over the term. More information and due dates will be provided on a handout distributed in class.

**Final Grade:** Assigned based on total points earned, according to the following cutoffs:

A = 93%, A- = 90%, B+ = 87%, B = 83%, B- = 80%,  
C+ = 77%, C=73%, C- = 70%, D+ =67%, D = 63%, D- = 60%, F < 60%

3 Exams:	100 points each
Discussion Leader:	50 points

Discussion Participant:	10 points each (approx. 10 of these)
PPP Assignments:	10 points each (8 of these)
Term Paper:	100 points (with all steps included)

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TOTAL (approx) 630 points

**Late Work:** Assignments that are turned in late will be penalized 10% for each day late (not counting weekends), unless special considerations have been made. Assignments are due **in class**. **Unless specific instructions have been given or special arrangements made, I will not accept assignments submitted via e-mail.**

**Special Accommodations:** Nebraska Wesleyan University seeks to maintain a supportive academic environment for students with disabilities. To ensure their equal access to all educational programs, activities, and services, Federal law requires students with disabilities to notify the University, provide documentation, and request reasonable accommodations. If a student is in need of accommodations in this course, they are required to notify the instructor within the first two weeks of the semester to verify that the required documentation is filed with the Academic Affairs Office and to make arrangements for the accommodations.

**Statement on Academic Integrity:** The highest standards of academic integrity are expected of all students. Violations of academic integrity include, but are not limited to cheating, fabrication, plagiarism, or the facilitation of such activities. If you are unsure whether your activities fit into this list, please see the instructor. Violations of academic integrity will result at least in failure of the assignment and/or course and could result in university judicial proceedings.

**Class Schedule**

M = Muchinsky Text (with corresponding chapter in parentheses)

PPP = Peter's Pan Pizza readings available on blackboard

Journal articles can be downloaded full-text through the NWU library web page

<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>
8/23, 8/25	Intro to I/O and history	<ul style="list-style-type: none"> <li>• M(1)</li> <li>• Landy, F. J. (1997). Early influences on the development of industrial and organizational psychology. <i>Journal of Applied Psychology</i>, 82, 467-477.</li> </ul> <p><i>Supplemental Reading:</i></p> <ul style="list-style-type: none"> <li>• Katzell, R. A., &amp; Austin, J. T. (1992). From then to now: The development of industrial-organizational psychology in the United States. <i>Journal of Applied Psychology</i>, 77, 803-835.</li> </ul>
8/30, 9/1	Research Methods	<ul style="list-style-type: none"> <li>• M(2)</li> <li>• PPP overview</li> </ul>
9/6, 9/8	Criteria	<ul style="list-style-type: none"> <li>• M(3)</li> <li>• <a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a></li> <li>• Morgeson, F. P., Delaney-Klinger, K., Mayfield, M. S., Ferrara, P., &amp; Campion, M. A. (2004). Self-presentation processes in job analysis: A field experiment investigating inflation in abilities, tasks, and competencies. <i>Journal of Applied Psychology</i>, 89, 674-686.</li> <li>• PPP #1</li> </ul> <p><i>Supplemental Reading:</i></p> <ul style="list-style-type: none"> <li>• Morgeson, F. P., &amp; Campion, M. A. (1997). Social and cognitive sources of potential inaccuracy in job analysis. <i>Journal of Applied Psychology</i>, 82, 627-655.</li> </ul>
9/13, 9/15	Predictors	<ul style="list-style-type: none"> <li>• M(4)</li> <li>• Schmidt, F. L., &amp; Hunter, J. (2004). General mental ability in the world of work: Occupational attainment and job performance. <i>Journal of Personality and Social Psychology</i>, 86, 162-173.</li> <li>• PPP #2</li> </ul>
<b>9/20 EXAM 1</b>		
9/22, 9/27, 9/29	Personnel Decisions	<ul style="list-style-type: none"> <li>• M(5)</li> <li>• Stewart, M. M., &amp; Shapiro, D. L. (2000). Selection based on merit versus demography: Implications across race and gender lines. <i>Journal of Applied Psychology</i>, 85, 219-231.</li> <li>• Sackett, P. R. (2001). High-stakes testing in employment, credentialing, and higher education: Prospects in a post-affirmative action world. <i>American Psychologist</i>, 56, 302-318.</li> <li>• PPP #3</li> </ul> <p>Admissions at the University of Michigan:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.umich.edu/~urel/admissions/faqs/facts.html">http://www.umich.edu/~urel/admissions/faqs/facts.html</a></li> <li>• <a href="http://www.umich.edu/~urel/admissions/faqs/legal_sum.html">http://www.umich.edu/~urel/admissions/faqs/legal_sum.html</a></li> <li>• <a href="http://www.umich.edu/~urel/admissions/overview/cases-summary.html">http://www.umich.edu/~urel/admissions/overview/cases-summary.html</a></li> <li>• <a href="http://www.umich.edu/news/index.html?Releases/2003/Aug03/admissions">http://www.umich.edu/news/index.html?Releases/2003/Aug03/admissions</a></li> </ul>
10/4, 10/6	Training	<ul style="list-style-type: none"> <li>• M(6)</li> <li>• Hausknecht, J. P., Trevor, C. O., &amp; Farr, J. L. (2002). Retaking ability tests in a selection setting: Implications for practice effects, training performance, and turnover. <i>Journal of Applied Psychology</i>, 87, 243-254.</li> <li>• PPP #4</li> </ul>
10/11, 10/13	Performance Appraisal	<ul style="list-style-type: none"> <li>• M(7)</li> <li>• Farh, J., &amp; Dobbins, G. H. (1989). Effects of comparative performance information on the accuracy of self-ratings and agreement between self-and supervisor ratings. <i>Journal of Applied Psychology</i>, 74, 606-610.</li> <li>• PPP #5</li> </ul>
<b>FALL BREAK – NO CLASSES 10/14 – 10/18</b>		

<u>Dates</u>	<u>Topics</u>	<u>Reading Assignments</u>
10/20, 10/25	Organizations and Change	<ul style="list-style-type: none"> <li>• M(8)</li> <li>• Schneider, B., Smith, D. B., Taylor, S. &amp; Fleenor, J. (1998). Personality and organizations: A test of the homogeneity of personality hypothesis. <i>Journal of Applied Psychology</i>, 83, 462-470.</li> </ul>
10/27, 11/1	Teams and Teamwork	<ul style="list-style-type: none"> <li>• M(9)</li> <li>• Choi, J. N., &amp; Kim, M. U. (1999). The organizational application of groupthink and its limitations in organizations. <i>Journal of Applied Psychology</i>, 84, 297-306.</li> </ul>
<b>11/3 EXAM 2</b>		
11/8, 11/10, 11/15	Attitudes and Behavior	<ul style="list-style-type: none"> <li>• M(10)</li> <li>• Schleicher, D. J., Watt, J. D., &amp; Greguras, G. J. (2004). Reexamining the job satisfaction-performance relationship: The complexity of attitudes. <i>Journal of Applied Psychology</i>, 89, 165-177.</li> <li>• Schneider, B., Hanges, P. J., Smith, B., &amp; Salvaggio, A. N. (2003). Which comes first: Employee attitudes or organizational financial and market performance? <i>Journal of Applied Psychology</i>, 88, 836-851.</li> <li>• PPP #6</li> </ul> <p><i>Supplemental Readings:</i></p> <ul style="list-style-type: none"> <li>• Arvey, R. D., Bouchard, T. J., Segal, N. L., &amp; Abraham, L. M. (1989). Job satisfaction: Environmental and genetic components. <i>Journal of Applied Psychology</i>, 74, 187-192.</li> <li>• Cropanzano, R., &amp; James, K. (1990). Some methodological considerations for the behavioral genetic analysis of work attitudes. <i>Journal of Applied Psychology</i>, 75, 433-439.</li> <li>• Bouchard, T. J., Arvey, R. D., Keller, L. M., Segal, N. L. (1992). Genetic influences on job satisfaction: A reply to Cropanzano and James. <i>Journal of Applied Psychology</i>, 77, 89-93.</li> </ul>
11/17, 11/22	Occupational Health	<ul style="list-style-type: none"> <li>• M(11)</li> <li>• Westman, M., &amp; Etzion, D. (2001). The impact of vacation and job stress on burnout and absenteeism. <i>Psychology and Health</i>, 16, 595-606.</li> <li>• Price, R. H., Choi, J. N., Vinokur, A. D. (2002). Links in the chain of adversity following job loss: How financial strain and loss of personal control lead to depression, impaired functioning, and poor health. <i>Journal of Occupational Health Psychology</i>, 7, 302-312.</li> <li>• PPP #7</li> </ul>
<b>THANKSGIVING BREAK – NO CLASSES 11/23 – 11/25</b>		
<b>11/29 TERM PAPER DUE IN CLASS</b>		
11/29, 12/1	Motivation	<ul style="list-style-type: none"> <li>• M(12)</li> <li>• Judge, T. A., &amp; Ilies, R. (2002). Relationship of personality to performance motivation: A meta-analytic review. <i>Journal of Applied Psychology</i>, 87, 797-807.</li> <li>• Weiss, N. (1998). How Starbucks impassions workers to drive growth. <i>Workforce</i>, 77(8), 60.</li> <li>• PPP #8</li> </ul>
12/6, 12/8	Leadership	<ul style="list-style-type: none"> <li>• M(13)</li> <li>• Bligh, M. C., Kohles, J. C., &amp; Mendl, J. R. (2004). Charting the language of leadership: A methodological investigation of President Bush and the crisis of 9/11. <i>Journal of Applied Psychology</i>, 89, 562-574.</li> <li>• PPP #9</li> </ul> <p><i>Supplemental Readings:</i></p> <ul style="list-style-type: none"> <li>• Leonard, H. S. (2003). Leadership development for the postindustrial, postmodern information age. <i>Consulting Psychology Journal: Practice and Research</i>, 55, 3-14.</li> <li>• Lee, F., Peterson, C., &amp; Tiedens, L. Z. (2004). Mea culpa: Predicting stock prices from organizational attributions. <i>Personality and Social Psychology Bulletin</i>, 30, 1636-1649.</li> </ul>
<b>EXAM 3 – COMPREHENSIVE FINAL – DATE AND TIME TBA</b>		

\*Schedule is tentative. Students are responsible for changes announced in class or via email.