

**Psychology 231 –Industrial and Organizational Psychology
Spring 2006**

Lecture: MWF 11 – 11:50 a.m., SH 309
Instructor: Dr. Margaret Beier
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Office Hours: Mondays 2 – 3 or by appointment

Note. Office hours are not just for problems. If you would like to come by to discuss a topic related to the course you find really interesting, I encourage you to do so.

I want this to be a profitable and rewarding experience for you. If you have any problems or questions regarding this course, please visit with me. I also would appreciate any suggestions you might have for improving this course.

Teaching Assistants:

Cody Cox
Email: Cody.Cox@rice.edu
Office: 429
Office hours: Wednesdays, 1 - 2

Anna Hardigree
Email: artemis@rice.edu
Office: 429
Office hrs: Wednesdays, noon - 1

Readings/Textbook:

Muchinsky, P. M. (2006). *Psychology applied to work* (8th ed.). Belmont, CA: Thompson.

Marchese, M. C. (2006). *Study guide for Muchinsky's psychology applied to work, eighth edition*. Belmont, CA: Thompson.

Course Overview

This course will introduce you to the field of Industrial / Organizational (I/O) Psychology. The “I” and the “O” of I/O psychology symbolize two distinct areas of the field. The “I” (Industrial) focuses on the human resource functions of analyzing jobs as well as on appraising, selecting, placing, and training workers. The “O” (Organizational) focuses on the psychological processes associated with work, including employee attitudes, behaviors, emotions, health, motivation, and well-being. The “I” side includes more differential/applied cognitive aspects of the field -- it deals with how people learn things, cognitive ability, and personality traits. The “O” side includes the more social aspects of work and you may recognize connections with many of the phenomenon found in social psychology. The field of I/O is one area that takes basic psychological principles and applies them in work settings. The field is important because the psychological factors relevant in the workplace potentially affect all working adults – and most people work or will work.

Course Objectives

This course will focus on empirical research in I/O psychology and applied and practical implications of this research. It is my hope that this course will pique your interest in the field and also make you more knowledgeable about how psychology and work are related – knowledge that you can take with you into whatever career you pursue. Specifically, it is my hope that you achieve the following objectives in this course.

- Learn the material presented in lecture and in the textbook on industrial and organizational psychology; history, current theories and paradigms, research and research findings, prominent researchers in the field.
- Develop an understanding of the scientist-practitioner model.
- Understand career opportunities in I/O psychology specifically and psychology more broadly.
- Develop a general understanding of how psychology is relevant to work.

Course format:

Information will be presented in the course lecture and assigned readings. You should come to class having done the reading for that day.

Lectures will be supplemented with assignments, activities, and discussions designed to enrich your understanding. I encourage students to ask questions during lectures. On a regular basis, we will be engaging in discussions and active learning tasks. You will be asked to do some tasks outside the classroom (e.g., by filling out scales, by completing assignments) while others will take place inside the classroom (e.g., debates, demonstrations, activities). It is imperative that you get involved in these exercises as you will see relevant content on the exams. Also, the class will be a better experience for everyone if you actively participate.

Although I do not grade on attendance, 5% of your grade will be based on class participation – it will be difficult for you to participate if you are not in class. I also believe that attending class has its own rewards – that is, research shows that attendance is correlated with grades. This finding has been replicated in my own classes. If you are not able to attend this class, please drop it – you are not likely to do well.

In cases when you need to miss a class, it will be entirely your responsibility to get notes on what you missed from a classmate or a TA during office hours.

WebCT

Course material (e.g., assignments, sample test questions, and information about grades) will be available on WebCT. I will hold you responsible for all announcements about the class, including any changes to the syllabus that I post there. You should have a habit of checking the site regularly. Go to <http://cts.rice.edu/webct/studentinfo.html> for information on how to join a course on WebCT.

You should also note that general class announcements will be communicated through the “Messages” section on WebCT. You will not receive a personal email unless you program

WebCT to forward messages to your personal email account (which is probably a good idea). This is easily done with “Message settings” on WebCT.

Exams

There will be three midterms and one final exam given in this course on the following dates:

- Exam #1 – Friday, 2/17
- Exam #2 – Friday, 3/24
- Exam #3 – Wednesday, 4/26
- Final Exam, TBA

Exams are multiple-choice in format and based on material covered in class and in your readings.

Important information about exams:

- Your final grade calculation will include your highest *three* exam scores.
- You can drop the lowest grade you receive on the exams.
- If you do well on the three midterm exams, you do not have to take the final.
- The final exam will be cumulative (*and more difficult than the first three*). Therefore, it will be to your advantage to do well on the first three exams and not have to take the final.
- I will **NOT** give any MAKEUP EXAMS. If you miss an exam, you will drop that test grade from the calculation of your final grade – no matter what the situation. In this case, you would have to take the final.
- If you know (in advance) that you have a conflict with an exam, you may take the exam a couple days early provided that you and a TA can find a suitable time. If you decide to take this option, you must notify the **professor** TWO WEEKS before the scheduled exam. If you do not provide two weeks advanced notice for the early administration of an exam, you will not be able to take the exam early.
- Please come to me if you have any questions about exams.

Assignments

There are four assignments, each worth a different portion of your grade as described below. All assignments are due during the first part of the semester. Later in the semester we will engage in more in-class group activities which will be counted toward your grade in the “class participation” category. On certain days, you might also be asked to complete scales and inventories or to prepare for in-class activities outside of class time. These are not assignments that will be counted toward your letter grade per se; rather, they are intended for you to become actively involved in the class material.

Most assignments are available in the study guide (you will not get separate copies of the assignments in class – if you do not have the study guide, or have questions please see me). All assignments will be submitted on WebCT. Submitted assignments should be MSWord documents in PC format (they can also be RTF format). Each must be posted by 11:55 p.m. on the due date or counted as late. Please see the instructions below for information on how to submit an assignment on WebCT.

Late assignments will be deducted 5% of possible points for each day (i.e., 24 hour period including weekends) that they are late.

Assignment 1 (2 points); due 1/18

Exercise 1-1 in the Study Guide (Page 8); *Applying I/O psychology to your last job.*

You should write at least one paragraph to answer the first item and two paragraphs to answer the second.

Assignment 2 (5 points); due 1/27

Exercises 2-1; *Research Methods* and 2-2; *Analysis of Data* in the Study Guide (Pages 21-25)

Assignment 3 (10 points); due 2/17

Exercise 3-1, *Pseudo Job Analysis Project* in the Study Guide (pages 38-40)

Assignment 4 (3 points); due 2/10

The MBTI is posted on WebCT. Take this inventory and obtain the summary of your results (i.e., there are two different descriptions available for finding out more information about your type, look at both of them). Write two paragraphs expressing your opinion about the validity and usefulness of this measure.

Instructions for submitting written assignments on WebCT.

I suggest allowing extra time for submitting assignments on WebCT (you wouldn't want technical problems to cause you to be late handing in your assignment). You should also retain a copy of the assignment for your records.

When naming an assignment file, you must use single-word file names or insert an underscore between words. WebCT does not recognize file names with spaces, or characters that are not numbers or letters. Files should be in MSWord (.doc) or Rich Text Formant (.rtf) format.

Submitting an assignment involves two steps:

- upload the file from your computer to WebCT
 - submit the file for grading
1. From Assignments, click the assignment that you want to submit. The Assignment screen appears.
 2. To upload the file, under Student files, click Upload file. The Upload File for Assignment screen appears.
 3. To locate the file, click Browse to open your computer's file browser.
 4. Select the file. The Upload File for Assignment screen reappears, with the path and filename displayed in the Filename text box.
 5. Click Upload. The Assignment screen appears and the uploaded file is added to the Student files table.
 6. To submit the completed assignment, under Submit Assignment, click Submit assignment. The Submit Assignment screen appears. Note: All assignments in the *Student files* table will be submitted. Depending on administrator settings, you may be able to receive email notification that your assignment was submitted successfully. If applicable, enter your email address in the text box.

7. Click Submit assignment. A confirmation screen appears.
8. Click OK. The Assignments screen reappears, with Submitted displayed in the Status column. When the assignment has been graded, Submitted changes to Graded and your grade appears in the Grade column. Click Graded to view your instructor's comments about your work.

Participation in Psychological Experiments

Because experimentation is the basis for a great deal of I/O psychology, it is anticipated that you will participate in *three* hours of experimental credit. Experiments are posted on the experimatrix website that is located on the Rice University Department of Psychology Homepage (<http://www.ruf.rice.edu/psyc>). You are required to adhere to the policies and responsibilities outlined by the Psychology Department. You should be familiar with The Rights and Responsibilities of Students Participating as Subjects in Psychology Experiment published by the Psychology Department. This document can be found in the Psychology Department Web page at <http://www.ruf.rice.edu/~psyc/>.

If for some reason you do not wish to participate in experiments, you can read and summarize three Journal of Applied Psychology articles and write accompanying 1-2 page summaries and reaction papers. You will need to write one summary for every hour of experimental credit.

Grading

The breakdown of your grade for this course is as follows:

Assignments	20%
Class Participation	5%
Exams	75%

Grades will be determined on the following scale:

100 - 98% = A+	89 - 88% = B+	79 - 78% = C+	69 - 68% = D+	59 - 0% = F
97 - 93 % = A	87 - 83 % = B	77 - 73 % = C	67 - 63 % = D	
92 - 90 % = A-	82 - 80 % = B-	72 - 70 % = C-	62 - 60 % = D-	

I do not grade on a curve.

Extra Credit

You will have the option of participating in a research study related to learning the concepts in this course. Participation will require approximately four hours of your time outside of class and you will receive two points added to your FINAL grade in the course. **The first session must be scheduled during the first week of the semester – so you can't wait until the end of the semester to participate in this opportunity.** You must complete **all sessions** to receive extra credit. This is the only opportunity for extra credit that will be offered in this course.

Participation in this extra credit project does **NOT** fill the 3 hr requirement for psychological experiments – which are required for passing this class.

Participation will require you to complete a series of questionnaires four times throughout the semester. You will schedule a time to come to the lab on experimetrix and complete the questionnaires at your convenience within four different one week windows:

Session 1: Wed 1/11 - Tue 1/17

Session 2: Fri 2/17 - Thu 2/23

Session 3: Fri 3/24 - Thu 3/30

Session 4: Wed 4/26 - Tue 5/2

Madeline Campbell (Madeline@rice.edu) is organizing the study. You can sign up the first day of class in class or sign up through experimetrix (under **expt. # 263**), although no experiment credit will be assigned. Madeline will also send you an email during the first week of class about your interest in participating. If you are interested you may also contact Madeline Campbell directly at Madeline@rice.edu.

Important notes

Disabilities: If a student has a documented disability and needs academic assistance in this or any other course, he or she should so inform the instructor within the first two weeks of classes. All discussions will remain confidential. Students should contact the instructor after class, during office hours, or by e-mail. The student may also need to register with the Disability Support Services, especially if unusual accommodations are needed. Before providing accommodations, instructors must have accommodations letters from the Disability Support Services office.

Academic integrity. Students are expected to abide by the Honor Code and follow the guidelines provided in the Blue Book. All examinations and written assignments are under the Honor System (i.e., are not group projects). Students are encouraged to bring any concerns involving academic integrity to the attention of the instructor.

Class Schedule (Subject to Change)

Date	Day	Topic	Assignments
1/11	Wednesday	Introduction	Ch 1, Assignment #1 Started Start of extra credit opportunity
1/13	Friday	No Class	
1/16	Monday	MLK Day – No class	
1/18	Wednesday	History of I/O	Assignment #1 Due
1/20	Friday		
1/23	Monday	Research Methods	Ch 2, Assignment #2 Started
1/25	Wednesday		
1/27	Friday		Assignment #2 due
1/30	Monday	Job Analysis	Ch 3, Assignment #3 Started
2/1	Wednesday		
2/3	Friday		
2/6	Monday	Psychological Assessments	Ch 4, Assignment #4 Started
2/8	Wednesday		
2/10	Friday	Personnel Selection	Ch 5, Assignment #4 due
2/13	Monday		
2/15	Wednesday		
2/17	Friday	Exam 1	Assignment #3 due Extra credit opportunity (one week window)
2/20	Monday	Training	Ch 6
2/22	Wednesday		
2/24	Friday		
2/27	Monday	Performance Appraisal	Ch 7
3/1	Wednesday		
3/3	Friday		
3/6	Monday	Organizations and Change	Ch 8
3/8	Wednesday		
3/10	Friday		
3/13 – 3/17; Spring Break			
3/20	Monday	Teams and Teamwork	Ch9
3/22	Wednesday		
3/24	Friday	Exam 2	Extra credit opportunity (one week window)
3/27	Monday	Attitudes	Ch 10
3/29	Wednesday		
3/31	Friday		
4/3	Monday	Occupational Health	Ch 11
4/5	Wednesday		
4/7	Friday	Spring Recess – No class	
4/10	Monday	Motivation	Ch 12
4/12	Wednesday		
4/14	Friday		
4/17	Monday	Leadership	Ch 13
4/19	Wednesday		
4/21	Friday	Union/Management Relations	Ch. 14
4/24	Monday		
4/26	Wednesday	Exam 3	Extra credit opportunity (one week window)