Course Description

Provides an analytical understanding of industrial/organizational (I/O) psychology, one of the major applied areas of psychology. Examines the diverse field that addresses the human side of organizations.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Differentiate the field of Industrial Organizational (I/O) Psychology from other specializations in psychology.
2. Evaluate the methods and procedures involved with job analysis.
3. Analyze objective and subjective measures of job performance.
4. Evaluate the methods that I/O psychologists use to select employees for jobs.
5. Compare and contrast the major types of employee selection tests and common selection tools.
6. Identify the strengths and weaknesses of common training methods.
7. Explain the employee and organizational factors that impact training effectiveness.
8. Analyze employee and environmental factors impacting performance.
9. Describe the common approaches and theories of leadership.
10. Explain how stressors impact employees and organizations.
11. Summarize best practices for team-building and for avoiding groupthink.
12. Define and apply concepts of organizational development.
13. Compare and contrast the major organizational theories.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

1. **Unit Learning Outcomes**: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in the unit study guides to aid students in their course of study.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in Units I and V-VIII to aid students in their course of study.
5. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assessments**: This course contains six Unit Assessments, one to be completed at the end of Units I-IV, VI, and VIII. Assessments are composed of multiple-choice questions and/or written response questions.
7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I, III, V, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I, III, V and VII Assignments. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit I Journal Assignment**

The field of Industrial Organizational (I/O) psychology applies scientific principles to help organizations accomplish goals and people find fulfillment.

Write a one page Journal Assignment on your interest in becoming an I/O Psychologist compared to other types of Psychologists.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Reflection Paper**

A reflection paper cites your reactions, feelings, and analysis of an experience in a more personal way than in a formal research or analytical essay.

Write a two page minimum, reflection of Unit III and your personal experiences as they relate to the employee recruitment process and the employee selection process.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V Article Review**

Read and provide a review of the following article:


To access a PDF of the article, click [here](http://go.galegroup.com/ps/i.do?id=GALE%7CA312171946&v=2.1&u=oran95108&it=r&p=AONE&sw=w).

Your review should be three to five pages, demonstrate a strong understanding of the material, and have a thoughtful analysis. You are required to follow the APA guidelines. Additionally, your review should:

- Provide a brief summary of the article.
- Describe why the topic area is important.
- Describe the main “variables” in this study? What did the researchers predict would happen?
- Explain the research methods that the researchers used to investigate.
Describe the results.
Explain the implications and limitations of the research.

Reflect on your own experiences within different organizations (or on the experiences of people with whom you are familiar), and compare the research findings to what you know from personal experience.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII PowerPoint Presentation**

The student will create a 15- to 20-slide PowerPoint presentation on operant conditioning. The presentation must include the following:

- Background information on the occupational stress process.
- Statistics and facts that illustrate the impact and importance of occupational stress in the workplace.
- A description of common job stressors.
- A description of an actual work setting of your choice and a description of the types of job stressors that you would likely find in that setting.
  - You should choose a setting in which there would be at least three job stressors to describe.
  - Explain ways in which an I/O psychologist could intervene to reduce the effects of these job stressors (i.e., what an I/O psychologist would change, such as work schedules, to reduce the job stressors).

You are required to follow the APA guidelines and use at least three references including your textbook.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”
Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

- Discussion Boards (8 @ 2%) = 16%
- Assessments (6 @ 9%) = 54%
- Unit I Journal Assignment = 5%
- Unit III Reflection Paper = 5%
- Unit V Article Review = 10%
- Unit VII PowerPoint Presentation = 10%
- Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I
**Introduction to Industrial and Organizational Psychology**

**Review:**
- [ ] Unit Study Guide
- [ ] **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 1: Introduction
- [ ] Chapter 2: Research Methods in I/O Psychology

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] Journal Assignment by Tuesday, 11:59 p.m. (Central Time)

### Unit II
**Assessment**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 3: Job Analysis
- [ ] Chapter 4: Performance Appraisal
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

### Unit III
**Employee Assessment and Selection**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 5: Assessment Methods for Selection and Placement
- [ ] Chapter 6: Selecting Employees
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] Reflection Paper by Tuesday, 11:59 p.m. (Central Time)
## Course Schedule

### Unit IV

**Performance Management**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 8: Theories of Employee Motivation
- Chapter 9: Feelings About Work: Job Attitudes and Emotions

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit V

**Employee Performance and Training**

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Chapter 7: Training
- Chapter 10: Productive and Counterproductive Employee Behavior
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Article Review by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VI

**Leadership Emergence and Effectiveness**

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Chapter 13: Leadership and Power in Organizations
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)

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