Course Syllabus

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(s)


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. Analyze objective and subjective measures of job performance.
3. Evaluate the methods that I-O psychologists use to select employees for jobs.
4. Apply common training methods to the workplace.
5. Examine the individual, team, and organizational factors that impact training effectiveness.
6. Analyze employee and environmental factors impacting performance.
7. Evaluate how stressors impact employees and organizations.
8. Interpret best practices for team-building and for avoiding groupthink.

Credits

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

Course Structure

1. **Study Guide:** Course units contain a Study Guide that provide students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson:** Unit Lessons, which are located in the Study Guide, discuss lesson material.
4. **Reading Assignments:** Units contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Suggested Reading:** Suggested Readings are listed within the Study Guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded):** Non-Graded Learning Activities are provided to aid students in their course of study.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. 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.

**LibGuides**

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click [here](#) for the LibGuide for this course.

**Unit Assignments**

**Unit I Reflection Paper**

Write a minimum of a 750-word reflection paper on the following topic:

Compare and contrast the worst and best jobs that you have held in your career. If you do not have work experience, share volunteer or personal team experiences.

1. Using the concepts of organizational climate and organizational citizenship behavior (OCB), what was the difference between the two jobs, and why did you like one job over the other?
2. How would an I-O psychologist view your best and worst jobs? Be sure to focus on I-O psychology specifically rather than focusing on psychology in general.
3. How do you believe these factors impacted your job performance? For example, were you more motivated by your favorite job than you were for your least favorite?

Format your paper with an introduction, main points, and discussion section. Make sure to use headings to organize your paper. Outside sources are not a requirement for this assignment.

Information about accessing the grading rubric for this assignment is provided below.

**Unit II Assignment**

**Individual Skills Assignment**

Industries and organizations are comprised of individuals who are established at the individual, team, leadership, and organizational levels. As an I-O psychologist, you will be expected to design training programs that will increase the effectiveness of the business that you either coach or are a part of.

Using the textbook and at least two other sources from the CSU Online Library, outline a training program that will help increase effectiveness from an individual perspective. For example, you may focus on individual resilience and organize a training program that increases individual hardness, which would reduce attrition rates and sick days. As part of your explanation, include how an I-O psychologist can specifically assist in increasing effectiveness at an individual level. Please focus on I-O psychology specifically rather than focusing on psychology in general.

The paper should be two pages in length and include an introduction and discussion section. Make sure to use headings to organize your paper. Outside sources are not a requirement for this assignment.

Information about accessing the grading rubric for this assignment is provided below.

**Unit III PowerPoint Presentation**

**Individual Assessment and Performance Measure**

Pretend that you are an external I-O psychologist, and develop a PowerPoint presentation that will explain your individual training program from Unit II as well as how you will assess that program. Design a presentation that will convince an organization to implement your plan.

Your PowerPoint should meet the following criteria:

- Design a PowerPoint presentation that includes graphics and compelling bullets, which can be used to influence an audience.
- Make sure to expand on the slides using the notes section of the slides. Although you can include ideas from Unit II, do
not simply cut and paste from the Unit II Reflection Paper.
- In addition to explaining your program from Unit II, include how you will measure performance. Explain the tools, strategies, and/or techniques you will use.
- Include outside sources to support your ideas.

Your presentation should be a minimum of 10 slides in length, not including the title and reference slides. All sources used, including the textbook, must be cited and referenced according to APA standards.

Information about accessing the grading rubric for this assignment is provided below.

Unit IV Assignment

Team Skills Training Paper

Pretend that you are an internal I-O psychologist assigned to a business or organization. You may choose your current organization or one you wish to work for in the future.

Design a training plan that would encourage effectiveness at the team level. What type of training would you provide, and why? What strategies would you use to avoid groupthink?

Your paper must be a minimum of two pages in length. Make sure that you use headings to organize your paper. Use your textbook along with two outside references to support your argument. Outside references need to be peer-reviewed; you are encouraged to use the CSU Online Library to locate the outside resources. Remember that the librarians are standing by to assist you if necessary!

Information about accessing the grading rubric for this assignment is provided below.

Unit V PowerPoint Presentation

Team Skills Training Presentation

Using your findings in the Unit IV Assignment, which describes a plan on team skills training, design a compelling training presentation that you can use to train personnel in your company or organization.

Your presentation should explain how the organization can apply the plan. Additionally, add details explaining how the organization can motivate employees, increase job satisfaction, and decrease stress.

Remember to use graphics and images in order to engage your audience, and provide adequate presenter notes to lend detail to your presentation. Remember to limit slides to bullet points that you would actually use during a presentation, and utilize the notes section for further explanation.

Your presentation should be a minimum of 10 slides in length, not including the title and reference slides. All sources used, including the textbook, must be cited and referenced according to APA standards.

Information about accessing the grading rubric for this assignment is provided below.

Unit VI Reflection Paper

Reducing Work-Related Stress

For the Unit VI Reflection Paper, you will begin by completing the self-assessment located here. This is the same self-assessment that was included within the Unit I Non-Graded Learning Activity.

From this self-assessment, develop a stress mitigation plan for yourself. What lessons learned from your own stress evaluation can you apply to current workplace practices? Include some effective emotional and physical coping mechanisms that you believe would work in this particular situation in your stress mitigation plan. Additionally, think of a time in your workplace where diversity or ethics were in the spotlight. Was this more or less stressful for you and the organization?

Your reflection paper should be a minimum of two pages in length. Use your textbook and at least one outside resource to support your reflection paper. All sources, including the textbook, must be cited and referenced according to APA standards.

Information about accessing the grading rubric for this assignment is provided below.

Unit VII Assignment

Leadership Skills Training

You are an external I-O psychologist. You have been hired to develop a comprehensive leadership plan for a local technology startup. What types of training (be as specific as possible) will you introduce to the leadership to ensure that they are successful? How will you help reduce employee and environmental stress while promoting diversity? Use your textbook and at least two outside sources to support your ideas.

Your paper should be a minimum of two pages in length. All sources used must be cited in-text and included on your reference page. Remember to use headings to organize your paper.

Information about accessing the grading rubric for this assignment is provided below.
Unit VII Research Paper

Comprehensive Assignment

Throughout this course, you have taken on the role as an I-O psychologist and considered training plans for the individual and the team. For Unit VIII, you will expand upon that idea and focus on the organization.

Using the plans that you have developed during this course, devise a training plan for your organization that encompasses elements from individual, team, and leadership skills training. Remember to use headings to divide your paper. Be specific in your training solutions. Address the following in your paper:

1. How are stressors likely to impact your organization?
2. What do you think works best at the individual level?
3. What type of lessons can you learn from individual training that carry over into team training and leadership training?
4. Compare and contrast all three training levels in a final discussion section.
5. In your action plan, include methods that you would use to assess and select new employees entering your organization.

Your paper should be a minimum of three pages in length; you should include at least three outside sources for support, one of which may be your textbook. Your paper, including your references page, should be in APA format.

Information about accessing the 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 by clicking here. 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) Journal, (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 Journal rubric can be found within Unit I’s Journal 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 Journals, 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.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

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 e-mail your professor. Responses to your post will be addressed or e-mailed 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.

**Schedule/Grading**

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.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>What is Industrial-Organizational Psychology?</th>
<th>[ Weight: 12% ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read/View:</td>
<td>• Unit I Study Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 1: What Is Industrial and Organizational Psychology?</td>
<td></td>
</tr>
<tr>
<td>Submit:</td>
<td>• Unit I Reflection Paper</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Assessment at the Individual Level</th>
<th>[ Weight: 12% ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read/View:</td>
<td>• Unit II Study Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 3: Individual Differences and Assessment</td>
<td></td>
</tr>
<tr>
<td>Submit:</td>
<td>• Unit II Assignment</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Performance Measurement</th>
<th>[ Weight: 13% ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read/View:</td>
<td>• Unit III Study Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 5: Performance Measurement</td>
<td></td>
</tr>
<tr>
<td>Submit:</td>
<td>• Unit III PowerPoint Presentation</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Team Building</th>
<th>[ Weight: 12% ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read/View:</td>
<td>• Unit IV Study Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 6: Staffing Decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Assignments (3 articles): See Study Guide</td>
<td></td>
</tr>
<tr>
<td>Submit:</td>
<td>• Unit IV Assignment</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit V</th>
<th>Motivations and Job Satisfaction</th>
<th>[ Weight: 13% ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read/View:</td>
<td>• Unit V Study Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 8: The Motivation to Work, pp. 313-323</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 9: Attitudes, Emotions, and Work</td>
<td></td>
</tr>
<tr>
<td>Submit:</td>
<td>• Unit V PowerPoint Presentation</td>
<td>13%</td>
</tr>
<tr>
<td>Unit VI</td>
<td>Reducing Work-Related Stress</td>
<td>[ Weight: 12% ]</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| Read/View: | • Unit VI Study Guide  
            • Chapter 10: Stress and Worker Well-Being  
            • Chapter 11: Fairness, Justice, and Diversity in the Workplace, pp. 433-440 | |
| Submit:   | • Unit VI Reflection Paper | 12% |

<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Leadership Skills Training</th>
<th>[ Weight: 12% ]</th>
</tr>
</thead>
</table>
| Read/View: | • Unit VII Study Guide  
            • Chapter 12: Leadership | |
| Submit:   | • Unit VII Assignment | 12% |

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>People and Culture</th>
<th>[ Weight: 14% ]</th>
</tr>
</thead>
</table>
| Read/View: | • Unit VIII Study Guide  
            • Chapter 14: Organizational Theory, Dynamics, and Change | |
| Submit:   | • Unit VIII Research Paper | 14% |