

Syllabus for
PSY 360—Introduction to Industrial and Organizational Psychology
3 Credit hours
Spring 2017

I. COURSE DESCRIPTION

This course is designed to provide an overview of I/O Psychology including individual, group, and organizational issues resulting in enhanced understanding of the world of business and related career concerns.

Prerequisite: PSY 201

Industrial and organizational psychology is the application of psychological principles, theory, and research to the work setting. It is the scientific study of employees, workplaces, and organizations. Industrial and organizational psychologists contribute to an organization's success by improving the workplace and the performance, satisfaction and well-being of its people. An I/O psychologist researches and identifies how employee behaviors and attitudes can be improved through hiring practices, training programs, and feedback and management systems.

II. COURSE GOALS

1. To introduce major topics and subspecialties including critical theory and research findings that has served to define the field of I/O psychology
2. To increase understanding of the complicated systems of individual and group psychological processes involved in the world of work
3. To connect the basic principles of Industrial / Organizational Psychology to Personnel and Human Resources management within organizations
4. To allow participants to explore ways in which individual career choices and work-life success can be improved through the benefits of I/O Psychology

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Articulate key ideas concerning industrial psychology including processes regarding staffing, job analysis, training and development.
- B. Articulate key ideas concerning organizational psychology including motivation, attitudes, stress, fairness, leadership, teams and work behavior.
- C. Discuss key ideas concerning attitudinal and behavioral manifestations of the work setting, including consideration of issues such as stress, diversity, emotional intelligence, and teamwork.
- D. Articulate the limitations of various methodological strategies routinely employed in I/O Psychology, and criticize I/O psychological research data and conclusions.
- E. Discuss the various ethical dilemmas often posed by methodology in I/O Psychology, and demonstrate informed, ethical choices within the context of such dilemmas which will reflect a thoughtful Christian commitment.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook: Landy, F.J., & Conte, J.M. (2012). *Work in the 21st century: An introduction to industrial and organizational psychology*. (4th Ed.), Hoboken, NJ: Wiley.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and/or Procedures

1. Evaluation Procedures

- a. The student's evaluation is based on the following:

Class Preparation and Participation	100
Chapter Quizzes (12 @ 10 points each)	120

Online Discussions	80
Group Presentation Project	200
Unit Exams (3 @100 pts. Each)	300
Final exam	100
Total Points	900

The following grade scale applies:

A = 90%-100% points

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 60%

b. Due Dates

- (1) All assignments are due as designated in Desire2Learn Dropbox on their respective due dates and times.
- (2) Major assignments (including exams) completed after the due date are penalized at the rate of 10 percent per late day. Weekends count as one late day.
- (3) Minor assignments (20 points or less) are penalized 50 percent if turned in one day late and are not accepted after that.

2. Whole Person Assessment Requirements: None

3. Other Policies and/or Procedures

- a. Course Structure—The course utilizes 3 class sessions per week and incorporates a variety of teaching formats including lecture, group discussions, online discussions, and active learning.
- b. Examinations—Three unit exams and a comprehensive final are given. They consist primarily of multiple choice questions, although short-answer and/or essay questions may also be utilized. Unit exams are worth 100 points each. The final exam is worth 100 points.
- c. Essays—Each student is expected to complete 2 essays worth 50 points each, for a total of 100 points. Details of this assignment are furnished during the first week of class.
- d. Project—Each student is expected to complete a project worth 100 points. Details of this assignment are furnished during the first week of class.
- e. Missed Exams
 - (1) All excused missed exams must be made up by the end of the week following the originally scheduled exam.
 - (2) Excused Misses: No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor.
 - (3) Unexcused Misses: Points are deducted as specified above.
- f. Cheating/Plagiarism
 - (1) All assignments are submitted to Desire2Learn and are automatically be check through Turnitin.com for plagiarism.
 - (2) Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
 - (3) All written submitted work is check by Turnitin.com for plagiarism.

- (4) Students suspected of plagiarism receive no points for that written assignment with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
 - (5) All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- g. Changes--Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
- h. Office hours are posted on the instructor's door and are announced in class. If students cannot make the posted hours, they can see the instructor after class or leave a message with voicemail or email with contact times. Appointments are arranged via email with the professor.
- i. Attendance - Students are expected to attend classes and to participate in class activities and discussion. Consequently, the student who has one or two unexcused absences receives no point penalties. The student who has more than two unexcused absences will have penalties assessed to their final grade.
- j. Three tardies are treated as one unexcused absence.
- k. An excused absence consists of administration excuses for required University activities or written verification of the student's inability to attend class and/or complete assignments provided by a physician, counselor, or pastor. This written verification by a professional must include his/her rationale for the absence and/or the inability to complete assignments.

VI. COURSE CALENDAR

The following is a tentative course calendar, subject to change if required by university scheduling, additional time required on a particular chapter, or other unforeseen events. Any changes to this calendar will be announced in class well in advance.

Weekly Subjects

Week 1

Part I Organizations as Systems

Introduction, Overview, and Course Requirements

Chapter 1- Introduction to Organizations and Systems

Week 2

Chapter 2-Methods of Study

Week 3

Part II Macrosystems

Chapter 3-Organizational Culture

Week 4

Chapter 4-Leadership, Power, and Politics

Chapter 5-Workforce Diversity and Ethics

Week 5

Part III Microsystems

Chapter 6-Hiring and Performance Management

Week 6

Chapter 7-Group Dynamics and Teams

Week 7

Chapter 8-Motivation and Productivity at Work

Week 8

Chapter 9-Organizational Decision Making

Week 9

Chapter 10-Workplace Negotiation

Week 10

Chapter 11-Organizational Conflict Management

Week 11

Part IV Managing Change

Chapter 12- Organizational Change and Learning

Week 12

Group Presentations

Week 13

Group Presentations

Week 14

Conclusion; Review for Final

Course Inventory for ORU's Student Learning Outcomes
PSY 360: Introduction to Industrial and Organizational Psychology

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation				X
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

(Revised Spring 2016)