

SYLLABUS

Psychology 636
SURVEY OF INDUSTRIAL PSYCHOLOGY
Fall 2017
George Mason University

Class Day and Time: Wednesday, 4:30 - 7:10 PM

Class Location: Thompson Hall, Room L004

Instructor: Reeshad S. Dalal, Ph.D.

Email Address: rdalal@gmu.edu

Office Location: David King Hall, Room 3063

Office Hour: Wednesday, 9:30 AM - 10:30 AM, and at other times by appointment

PREREQUISITES:

- Undergraduate course in industrial and organizational psychology (or personnel psychology or human resources management)
- Undergraduate course in statistics for psychology (or another social science)
- Undergraduate course in research methods for psychology (or another social science)

COURSE OVERVIEW (AND GOALS/OBJECTIVES):

This is a graduate-level survey of research in industrial psychology. Overall, the course aims to help students become good consumers, appliers, and developers of research. Students will additionally have the opportunity to: (1) hone their analytical and information presentation skills, and (2) gain practice in identifying gaps in the extant research literature. Finally, one of my objectives for this course is to keep the amount of reading in a given week to a manageable length. The sincere hope is that this will encourage students to actually complete all the assigned readings. 😊

ATTENDANCE/PARTICIPATION AND TECHNOLOGY POLICY:

One absence during the semester is permitted without any penalty and for any reason, as long as the student summarizes his or her reactions to the week's readings *in some depth* (e.g., at least 1.5 pages) on the Blackboard discussion board within one week of the absence. A second or third absence for any reason will each automatically result in a letter-grade penalty (e.g., an "A" becomes an "A-") to the participation/attendance portion of the overall course grade

unless the student not only provides reactions to the readings but also performs an additional assignment for each absence (please see me to discuss this). Barring truly exceptional circumstances (as determined by *me*), a fourth absence for any reason will automatically result in a failing grade (i.e., "F") in the participation/attendance portion of the overall course grade.

Frequent instances of late arrival to and/or early departure from class will also result in grade penalties to the participation/attendance portion of the course grade. This is also the case for frequent instances of temporary departures from the classroom while class is in session.

It is important for every student to complete all the assigned readings and contribute to the class discussion because the quality of this course will be influenced significantly ($p < 0.01$) by the quality of the discussion. Every student is expected to contribute to the class discussion during every course session. I do empathize with students who are introverted, and so I encourage contributions via the online (Blackboard) discussion board; however, such contributions cannot substitute completely for in-class participation. If I notice that some students are not participating in class, I will encourage them to do so, either via generalized in-class requests for everyone to participate or via emails to individual students requesting that they participate. Repeated failure or inability to participate will result in grade penalties to the participation/attendance portion of the course grade.

To facilitate participation, the use of phones is not allowed in class barring emergencies or other situations that are discussed with me ahead of time. I do allow laptop/tablet use, although non-work use (messaging, emailing, reading memes, reading "listicles," etc.) is not permitted. I will moreover cold-call students who visibly appear to not be paying attention. Frequently disruptive students will receive grade penalties. Moreover, if laptop/tablet use proves too disruptive, I reserve the right to disallow further laptop/tablet use during the semester.

CLASS CANCELEATION POLICY:

In the hopefully unlikely event that I myself need to miss class, I will do my very best to inform you via email as soon as possible. Depending on the specific content to be covered in the missed week, the nature of the make-up may differ. For instance, we may have a guest instructor or I may request that you post reactions to the readings to the Blackboard discussion board (and I may use that medium myself to communicate critical information about the readings and/or to respond to your reactions) or we may defer the discussion of the readings until the following week.

COURSE READINGS:

The required text book is:

Cascio, W. F., & Aguinis, H. (2011). *Applied psychology in human resource management* (7th edn.). Upper Saddle River, NJ: Prentice Hall.

All other assigned readings will be provided on Blackboard (<https://mymason.gmu.edu>).

Date	Topic(s)	Readings	Assignments/Activities
August 30	Introductions, syllabus review, etc.	No readings will be discussed in class on this date. However, <i>on your own</i> , please read: <ul style="list-style-type: none"> • C & A Ch. 1 • C & A Appendix B 	Syllabus review
September 6	Overview	<ul style="list-style-type: none"> • C & A Ch. 2 • C & A Ch. 3 	
September 13	Job Analysis (including Competency Modeling)	<ul style="list-style-type: none"> • C & A Ch. 9 • Militello and Hutton (1998) 	
September 20	Performance Criteria AND Performance Management	<ul style="list-style-type: none"> • C & A Ch. 4 • C & A Ch. 5 	
September 27	Individual Differences	<ul style="list-style-type: none"> • C & A Ch. 6 • C & A Ch. 7 	
October 4	Fairness AND Recruitment	<ul style="list-style-type: none"> • C & A Ch. 8 • C & A Ch. 11 • Bobko and Roth (2010) 	
October 11	Employee Selection Methods	<ul style="list-style-type: none"> • C & A Ch. 12 • C & A Ch. 13 • Fluckinger, McDaniel, and Whetzel (2008) • Kuncel and Hezlett (2010) 	
October 18	Decision-Making for Employee Selection AND Ethical Issues	<ul style="list-style-type: none"> • C & A Ch. 14 • C & A Ch. 18 • Dawes (1979) 	
October 25	Training & Development	<ul style="list-style-type: none"> • C & A Ch. 15 • C & A Ch. 16 • Probst (2003) 	
November 1	Meta-Analyses – Week 1	<ul style="list-style-type: none"> • Alliger and Dwight (2000) • Arthur, Bennett, Edens, and Bell (2003) • Bobko, Roth, and Buster (2007) • Conway and Huffcut (1997) 	
November 8	Meta-Analyses – Week 2	<ul style="list-style-type: none"> • Dierdorff and Wilson (2003) • Foldes, Duehr, and Ones (2008) • Kuncel, Kochevar, and Ones (2014) • Meyer, Dalal, and Bonaccio (2009) 	
November 15	Student-selected readings – Week 1	No assigned readings	Presentations
November 22	Thanksgiving Break	No readings	Thanksgiving Break
November 29	Student-selected readings – Week 2	No assigned readings	Presentations
December 6	Student-selected readings – Week 3	No assigned readings	Presentations; course evaluations
December 13	Final Exam due	No readings	Final Exam due by email

FACILITATING CLASS DISCUSSION/LECTURE:

This is a solo project.

Each student will facilitate class discussion on three (3) instances during the course of the semester. Each instance of facilitation will involve leading class discussion on one of the “Discussion Questions” that follows each chapter in the Cascio and Aguinis book. Leading discussion involves deciding which questions to ask students (to elicit and maximize understanding) and how best to facilitate on-topic discussion, but also being prepared to answer other students’ (and my) questions. Aim for about 15 minutes of discussion on a question. A signup sheet will be provided (perhaps as a Google Doc) near the beginning of the semester, and each student will sign up to lead discussion/lecture on 3 Discussion Questions. Note that the 3 Discussion Questions for which a student signs up must all be on different weeks. More details will be provided at a subsequent date.

STUDENT-SELECTED READING:

This is a solo project.

Each student will individually present a reading of his or her choice. The chosen reading *must be on the topic of industrial psychology (duh!), must be at least eight (8) pages long in its original form, and must be from a “legitimate” source* (e.g., an article in a respectable journal, a book chapter in a respectable book). However, there are no other restrictions. For example, the chosen reading could be: a journal article or a book chapter, quantitative or qualitative or theoretical in orientation, from the “I” side of I/O psychology or from some other academic discipline (though on a topic of importance to industrial psychology), and so forth. This is *your* reading: choose something that *you* believe will be interesting and important!

It is the responsibility of the student presenting a particular reading to “educate” the rest of us because, in all likelihood, neither the other students nor I will have read what you are presenting. Thus, each student should prepare a PowerPoint presentation that includes:

- The student’s name *on the first slide*
- A full reference for the reading selected (in American Psychological Association or Academy of Management style) *on the first slide*
- Information regarding why that particular reading was chosen
- Information regarding how the chosen reading fits in with the topics covered in class and the readings in the syllabus, and
- A summary of the chosen reading. For instance, for an empirical journal article, this should include things like: theoretical framework, hypotheses, methods used, analyses conducted, and conclusions drawn. *The vast majority of the time in the presentation should be spent summarizing the chosen reading.* You will have to be judicious here: for instance, although I obviously don’t expect you to discuss every statistical test in the

results section, you'll need to think about how to represent the main findings very efficiently but yet in sufficient depth to reveal your understanding of the nuances of the data analysis.

Please make sure that all slides are numbered. Please also post your slides to the Blackboard discussion board prior to your presentation. Please practice your presentation ahead of time and time it to ensure that it does not exceed **15-16** minutes. To ensure sufficient time for all presentations, I may have to stop the presentations at 16 minutes. To prevent needless delays, please download your slides to the computer **before** the beginning of class on the day on which you are presenting (Yes, this does mean that you will need to show up to class several minutes early on that day! 😊).

Each presentation will be followed by a brief (**4-5** minutes) question-and-answer session.

*Student-Selected Readings will be presented in class on **November 15, November 29, and December 6**. The order of presentations both across and within weeks will be decided on the basis of students' preferences.*

FINAL EXAM:

This is a group project: students will be working in dyads or triads.

The final exam may involve a combination of short and long answers, and will be open-book and untimed. More details will be provided at a subsequent date.

Note that there is a possibility that a few students could participate in a competency modeling and performance management project with a local consulting firm. If so, these students could work on that applied project rather than taking the final exam. Participation in this project would be completely voluntary. More details will be provided at a subsequent date.

Exams should be submitted to the instructor via email by 4:30 PM on December 13.

GRADING SCHEME AND SCALE:

Graded Component of Course	% of Overall Course Grade
Class participation (includes attendance)	35%
Facilitating class discussion/lecture (3 occasions)	30%
Student-selected reading (presentation)	15%
Final exam	20%
TOTAL	100%

Grade	% Range	Quality Points	Satisfactory/Passing?
A+	100.00% - 96.67%	4.00	Satisfactory/Passing
A	96.66% - 93.34%	4.00	Satisfactory/Passing
A-	93.33% - 90.00%	3.67	Satisfactory/Passing
B+	89.99% - 86.67%	3.33	Satisfactory/Passing
B	86.66% - 83.34%	3.00	Satisfactory/Passing
B-	83.33% - 80.00%	2.67	Satisfactory*/Passing
C	79.99% - 70.00%	2.00	Unsatisfactory/Passing
F	69.99% - 0.00%	0.00	Unsatisfactory/Failing

*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and must present a 3.00 GPA on the courses listed on the graduation application.

Note that this is certainly not an “Easy A” course. Poor work will receive a poor grade.

UNIVERSITY HONOR CODE:

Please familiarize yourself with the university’s honor code (available at <http://oai.gmu.edu/the-mason-honor-code-2/>) and conduct yourself accordingly. I may use *iThenticate* or some other plagiarism detection software (<http://oria.gmu.edu/ethical-conduct-of-research/>) on your writing. I reserve the right to enter a failing grade for any student found guilty of an honor code violation. Ignorance of the honor code does not constitute an acceptable excuse for violating it.

STUDENTS WITH DISABILITIES:

If you have a disability and if you think you may need academic accommodations, please contact Disability Services at ods@gmu.edu or 703-993-2474 at the beginning of the semester. Please also come and talk to me at the beginning of the semester.

TECHNOLOGY USED IN THE COURSE:

All readings (other than the textbook) will be provided via Blackboard. Blackboard will be used to post grades, augment in-class discussion and, occasionally, to make announcements. All other electronic communication will be via email.

OFFICIAL COMMUNICATION VIA MASON E-MAIL:

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor

feedback. Students are responsible for the content of university communication sent to their Mason email account, and are required to activate that account and check it regularly.

ADD/DROP DEADLINES:

Last date to add a course or to drop a course with no tuition penalty: September 5

Last date to drop a course with a 33% tuition penalty: September 19

Last date to drop a course with a 67% tuition penalty: September 29

The instructor reserves the right to make changes to the syllabus with reasonable advance notice.