

SYLLABUS

Psychology 636
SURVEY OF INDUSTRIAL PSYCHOLOGY
Fall 2018
George Mason University

Class Day and Time: Thursday, 1:30 - 4:10 PM

Class Location: Peterson Family Health Sciences Hall, Room 2408

Instructor: Reeshad S. Dalal, Ph.D.

Email Address: rdalal@gmu.edu

Office Location: David King Hall, Room 3063

Office Hour: Tuesday, 1:30 – 2:30 PM, 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 (though, occasionally, a high-achieving undergraduate student may be permitted to take the course). Overall, the course aims to help students become good consumers, applicators, 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. 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 *per se* proves too disruptive, I reserve the right to disallow further laptop/tablet use during the semester.

CLASS CANCELATION POLICY:

In the hopefully very 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. (2018). *Applied psychology in human resource management* (8th edn.). Thousand Oaks, CA: SAGE Publications.

Yes, you may use the 7th edition of the book (published in 2011); but, if you do so, it is your responsibility to be aware of changes/updates.

All other assigned readings will be provided on Blackboard (<http://courses.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 • Colella, Hebl, and King (2017) 	
September 13	Job Analysis (including Competency Modeling)	<ul style="list-style-type: none"> • C & A Ch. 9 • Dierdorff and Wilson (2003) 	
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	<ul style="list-style-type: none"> • C & A Ch. 8 • Time allotted for catch-up 	
October 11	Employee Selection Methods	<ul style="list-style-type: none"> • C & A Ch. 12 • C & A Ch. 13 • Kuncel and Hezlett (2010) 	
October 18	Employee Selection Methods (Continued)	<ul style="list-style-type: none"> • Fluckinger, McDaniel, and Whetzel (2008) • Kuncel, Kochevar, and Ones (2014) • Ployhart, Schmitt, and Tippins (2017) 	Current Events project due by email
October 25	Decision-Making for Employee Selection	<ul style="list-style-type: none"> • C & A Ch. 14 • Bobko, Roth, and Buster (2007) 	
November 1	Training & Development	<ul style="list-style-type: none"> • C & A Ch. 15 • C & A Ch. 16 	
November 8	Training & Development (Continued)	<ul style="list-style-type: none"> • Arthur, Bennett, Edens, and Bell (2003) • Bell, Tannenbaum, Ford, Noe, and Kraiger (2017) • Probst (2003) 	Ethics project due by email
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.

Over the course of the semester, each student will facilitate (i.e., lead) class discussion on one of the “Discussion Questions” at the end of a chapter in the Cascio and Aguinis book. This entails deciding which question “prompts” to ask students (to elicit and maximize understanding about the Discussion Question) and how best to facilitate on-topic discussion, but also being prepared to answer other students’ (and my!!!) questions. Aim for about **10-12** 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 one Discussion Question. Please note that you will need to prepare in advance for this: “winging it” might be amusing (to the rest of the class) but probably won’t be effective.

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.

CURRENT EVENTS PROJECT:

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

The goal of this project is to provide students the opportunity to extrapolate fundamental knowledge and principles learned inside the classroom to real-world situations outside the classroom. Thus, students are expected to select a recent (i.e., published within the past year) news article or news video clip, and to explain its implications for industrial psychology. Students will turn in (via email) an **approximately two (2) double-spaced pages long** write-up.

The write-up should:

- Include the students' names
- Provide a link to the article
- Very briefly summarize the selected article
- Briefly discuss how the article relates to 1-2 topics or issues covered in class
- Provide brief recommendations for addressing the article's focal issues based on scientific research and/or principles discussed in class
- Identify one innovative idea for future research generated by issues raised in the article, and briefly describe how (from a research design standpoint) you would test this idea
- Include a brief statement affirming that all students working on this assignment together have contributed approximately equally to the final product

For example, you might select a news article explaining how employers are increasingly using "social media background checks" to pre-screen job applicants (e.g., <https://www.entrepreneur.com/article/294365>). In your write-up, you would briefly summarize

the main points in the article and talk about how these issues relate to our discussions and readings pertaining to employee selection. For example, you could discuss the specific type of psychological construct is seemingly being measured here (“integrity?”), how well it is seemingly being measured (e.g., the extent to which the social-media-derived measure of this construct seems to be deficient, contaminated, or both), whether we should expect the construct to predict job performance well (and why), and whether using this construct in employee selection is likely to yield adverse impact vis-à-vis one or more protected groups. Then, you would pick one of these questions and briefly indicate how we could actually test it empirically. Specifically, what should our research design look like, and why? Finally, you would include a brief statement affirming that all students working on the project together have contributed approximately equally to the final product.

Current Events projects should be submitted to the instructor via email by 1:30 PM on October 18.

ETHICS PROJECT:

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

The goal of this project is to increase students' knowledge of the ethical responsibilities associated with the science and practice of industrial and organizational psychology.

The assignment will include the following components:

- Read Chapter 18 (“Organizational Responsibility and Ethical Issues in Human Resource Management”) in your textbook
 - Indicate two (2) topics regarding which you found the textbook discussion particularly surprising or interesting--and briefly explain why
 - Indicate two (2) topics you anticipate being particularly relevant to your future career--and briefly explain why. Do not choose the same topics as you chose in the surprising/interesting category. If the students who are working together on this project are planning to go into different careers (e.g., one is planning to become a consultant and the other a professor), choose one topic that is particularly relevant to one student and a second topic that is particularly relevant to a second student
 - This portion of the assignment should be **approximately two (2) double-spaced pages** in length
- Go to <https://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/human-subjects-training/> and complete the *Basic Human Subjects Research Course* CITI (Collaborative Institutional Training Initiative) training
 - Note that there are several modules beyond the “Basic” course. You are welcome to take as many additional modules as you like, but for this assignment only the “Basic” course is required
 - Each student should include a copy of his or her completion record along with

- the assignment
- Include a brief statement affirming that all students working on this assignment together have contributed approximately equally to the final product

Ethics projects should be submitted to the instructor via email by 1:30 PM on November 8.

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.

Please include a brief statement affirming that all students working on the exam together have contributed approximately equally to the final product.

Exams should be submitted to the instructor via email by 1:30 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	10%
Student-selected reading (presentation)	15%
Current Events project	10%
Ethics project	10%
Final exam	20%
TOTAL	100%

Note: I am willing to discuss the possibility of alternative assignments. For instance, in lieu of the Current Events project, I am likely to accept proof of participation in PTCMW's Student Consulting Challenge as long as this year's challenge topic falls primarily within core "industrial"—as opposed to, say, "organizational"—psychology areas. For more details, see: <http://www.ptcmw.org/scc>

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 <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>) 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. Expulsion from the university is also a possibility. 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 (<http://courses.gmu.edu>). 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 EMAIL:

Mason uses electronic mail (email) 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: September 4

Last date to drop a course with no tuition penalty: September 9

Web withdrawal period (100% liability): September 10 – September 30

Selective withdrawal period (100% liability) [undergraduate students only]: October 1 – October 28

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