PSYC 592/892: Introduction to IO Psychology
Fall 2020
10:30 – 1:10 PM
Fridays
Online

Instructor: Dr. Lauren Kuykendall
Email: lkuykend@gmu.edu
Office: 3072 David King Hall
Office Phone Number: 703-993-1363
Virtual Office Hours: Fridays 2:00 – 3:00 PM in the Blackboard Collaborate Ultra Course Room

Course Overview/Objectives
This graduate seminar surveys research on industrial and organizational psychology. The primary goal of this course is to facilitate knowledge of the major theories and findings in industrial and organizational psychology, the ability to apply this knowledge in practice, and the ability to identify important gaps in knowledge.

Textbooks

Course Website
Assignment, readings that are not in the textbooks, and other miscellaneous information will be posted on Blackboard. Please check Blackboard frequently.

Attendance
Attendance in class is mandatory. Absences and/or lateness will negatively affect your participation grade, though I do allow one no-penalty absence for any reason during the semester. A second or third absence will result in a deduction to the participation portion of your grade. A fourth absence will result in a failing grade for the participation portion of the overall course grade. Frequent instances of late arrivals, early departures, and/or excessively long departures from class may also result in grade penalties to the participation portion of the course grade.

Evaluation Criteria
1. Participation (10%) 
I expect students to attend each class and to be actively engaged in class activities. Missing more than one class—or not actively engaging in the class activities—will result in a deduction to the participation portion of your grade.
2. Weekly Assessments (30%)

Starting on Week 2, I will give a brief multiple choice quiz at the beginning of the class each week to assess your knowledge of topics covered during the previous class. I will provide additional information in class about how to prepare for these quizzes. Your lowest two quizzes will be dropped, with the average of the remaining weekly quizzes counting for 30% of your grade. I will not be able to accommodate requests for make-up quizzes. If you miss class, you can simply drop the quiz score for that week.

3. Industrial Group Project or Paper (30%) – Distributed on 9/18; Due on 10/19.

I am providing some flexibility with projects to allow you to focus on an applied project or a research proposal. I will provide additional details for these projects in class.

Applied Option: The applied project will be a Job Analysis. The goal of this activity is to give you applied experience conducting an abbreviated version of Job Analysis and developing instruments to assess relevant KSAOs. I will provide additional details in class. Your main guide for this activity will be the chapter “Job Analysis in Human Resource Selection” from Gatewood, Field, & Barrick (2016). I will provide a PDF of this text. I will assign you to a group for this project.

Research Option: Alternatively, if you would rather gain experience working on an academic project, you can choose to complete a research proposal outline on an Industrial Psychology topic. If you choose to work on a paper, you will first need to recruit one or two other students interested in the project and pitch your topic to me via email by September 11th (before I assign groups for the applied project). Your project pitch should specify a topic area and tentative research question of interest, with a brief justification of why this question is novel and important. The final project outline (6-8 pages, single-spaced) should contain all required aspects of an Introduction section and Methods section, as specified by the APA Quantitative Reporting Standards (see Table 1 here: https://psycnet.apa.org/fulltext/2018-00750-002.pdf), except those aspects that cannot be specified until after data collection is complete. You should choose the research proposal option only if you are pitching an idea that is new for this class—that is, that you aren’t already using for another class.

4. Organizational Group Project or Paper (30%) – Distributed on 10/29; Due on 12/4

Again, you can choose to work on an applied project or a research proposal.

Applied Option: The applied project will involve designing an employee
attitudes survey. The goal of this activity is to: (1) increase your understanding of how employee attitudes are conceptualized and assessed and, (2) provide experience selecting valid and reliable measures to assess a range of important attitudinal constructs in a time-constrained survey. (3) demonstrate awareness of how to handle ethical issues related to surveying employees’ attitudes. I will provide additional details—as well as a specific organizational context for your project—in class. Your main guide for this activity will be the SIOP Professional Practice Series text entitled Employee Surveys and Sensing: Challenges & Opportunities (Macey & Fink, 2020) (full text available online through the Mason library). I will assign you to a group for this project.

**Research Option:** Alternatively, you may choose to complete a research proposal on an Organizational Psychology topic. If you choose to work on a paper, you will first need to recruit one or two other students interested in the project and pitch your topic to me via email by 10/25 (before I assign groups for the applied project). Your project pitch should specify a topic and tentative research question of interest, with a brief justification of why this question is novel and important. I will provide additional details in class. The final project outline (6-8 pages, single-spaced) should contain all required aspects of an Introduction section and Methods section, as specified by the APA Quantitative Reporting Standards (see Table 1 here: https://psycnet.apa.org/fulltext/2018-00750-002.pdf), except those aspects that cannot be specified until after data collection. You should choose the research proposal option only if you are pitching an idea that is new for this class—that is, that you aren’t already using for another class.

All group projects will involve a group contract to facilitate effective teamwork. Your grade for the project will include a group portion and an individual portion. I will provide more details on grading in class.

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**Official Communications via GMU 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 e-mail account and are required to activate that account and check it regularly.

**Class Cancellation Policy**

If I need to cancel class due to an illness or personal emergency, I will send an email to the class as soon as possible. If the university shuts down for any reason, I will send an email to the class confirming whether or not the class will be held. If class is cancelled, any revisions to the syllabus or changes to class assignments will be announced in class and over email.

**Students with**

If you are a student with a disability and you need academic
Disabilities accommodations, please see me and contact the Disability Resource Services (DRS) at 703-993-2474.

Academic Integrity Please familiarize yourself with the University Honor Code found at the following link: http://oai.gmu.edu/the-mason-honor-code-2/. Violations of the Honor Code will not be tolerated, and the instructor of this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

Intentional Inclusivity As the instructor for this class, I will strive to promote and maintain an equitable and just work and learning environment. I welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability. I believe that by fostering willingness to hear and learn from a variety of sources and viewpoints, we will gain competence in communication, critical thinking and global understanding, and awareness of our biases and how they affect our interactions with others and the world.

Class Schedule The course schedule provided below is to be considered a guideline, and is highly subject to change.

Adding and Dropping Classes The last day to add classes to your schedule is August 31. The last day to drop classes with no tuition penalty is September 8. The final day to drop classes is September 15.

Disclaimer The instructor reserves the right to change the syllabus and its content. Any changes will be announced orally and in writing.
## Schedule of Topics and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>August 28</td>
<td>History of I-O Psychology / Big Picture Overview of IO Content Areas / Intro to IO Legal Context</td>
<td>Koppes-Bryan &amp; Vinchur (2012) – A History of IO Psychology</td>
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<td></td>
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<td>Cascio &amp; Aguinis Ch. 2</td>
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<td>Cascio &amp; Aguinis (Ch. 3 – “A Systems View of the Broader Employment Process”)</td>
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<td>September 4</td>
<td>Job Analysis</td>
<td>Cascio &amp; Aguinis (Ch. 9)</td>
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<td>September 11</td>
<td>Performance Criteria &amp; Management</td>
<td>Cascio &amp; Aguinis (Ch. 4-5)</td>
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<td>September 18</td>
<td>Individual Differences</td>
<td>Cascio &amp; Aguinis (Ch. 6-7)</td>
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<td>September 25</td>
<td>Fairness</td>
<td>Cascio &amp; Aguinis (Ch. 8)</td>
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<td>October 2</td>
<td>Selection</td>
<td>Cascio &amp; Aguinis (Ch. 12-13)</td>
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<tr>
<td>October 9</td>
<td>Selection</td>
<td>Cascio &amp; Aguinis (Ch. 14)</td>
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<td>October 16</td>
<td>Training &amp; Development</td>
<td>Cascio &amp; Aguinis (Ch. 15-16)</td>
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<td>October 23</td>
<td>Recruitment, Attraction, &amp; Socialization</td>
<td>Cascio &amp; Aguinis (Ch. 11)</td>
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<td>Jex &amp; Britt (Ch. 3)</td>
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<td>October 30</td>
<td>Motivation</td>
<td>Jex &amp; Britt (Ch. 9-10)</td>
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<td>November 6</td>
<td>Job Attitudes / Organizational Justice</td>
<td>Jex &amp; Britt (Ch. 8)</td>
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<td>Jex &amp; Britt (Ch. 8)</td>
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<td>November 20</td>
<td>Occupational Stress and Employee Health &amp; Well-Being</td>
<td>Jex &amp; Britt (Ch. 7)</td>
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<td>December 4</td>
<td>The Work-Nonwork Interface</td>
<td>Jex &amp; Britt (Ch. 4)</td>
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