

PSYC 636: Introduction to I-O Psychology (Graduate)

Fall 2022

1:30 - 4:10

Thursdays

Innovation Hall 135

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Office Hours: By appointment (virtual or in-person)

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	Cascio, W.F. & Aguinis, H. (2019). <i>Applied Psychology in Talent Management</i> . Sage Publishing. 8th Edition.
Course Website	Assignment, readings that are not in the textbooks, and other miscellaneous information will be posted on Blackboard. Please check Blackboard frequently.
Evaluation Criteria	<p>1. Participation (10%)</p> <p>I expect students to attend each class and to be actively engaged in class activities. Class participation will be graded each class as follows:</p> <p>2 points = Present and actively participating</p> <p>1 point = Present but disruptive, distracted by technology, or not actively participating</p> <p>0 points = Absent</p> <p>You can demonstrate that you are actively participating in a number of ways including but not limited to: (1) raising informed questions or comments during class and/or (2) participating in group activities (as indicated by contributions to your group's Google Sheet or other shared document/list).</p> <p>Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will affect your participation grade.</p> <p>2. Multiple Choice Assessments (30%)</p>

I will give five open-book multiple choice quizzes throughout the semester to assess your knowledge of topics covered during previous classes. I will provide additional information in class about how to prepare for these quizzes. Your lowest quiz will be dropped, with the average of the remaining weekly quizzes counting for 30% of your grade.

3. Industrial Group Project or Paper (30%) – Distributed by 9/5; Due on 10/21.

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 9/2 (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 by 10/29; Due on 12/8

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 conduct analyses and 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 10/27 (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.

Communication	Questions about assignments should be asked in the “Ask the Instructor” forum (on the Discussion Board page in Blackboard) first, so that other students can also benefit from both the questions and the answers. If you need to ask questions that are not relevant to the whole class, please email me. Feel free to address me by my first name. I strive to respond to emails within 24 hours if your email is sent on a weekday (between Monday 9 AM – Friday 5 PM). I respond to emails sent on the weekend by the end of the day on Monday.
COVID-19 Policies	To support your safety and the safety of everyone in this class, all students are required to complete the Mason COVID Health Check before each class meeting; I may ask you to show that you have received a “green” notification to participate in class. If you suspect that you are sick, please stay home and contact me about options for making up the missed class.
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.
Late Work	All assignments are expected to be turned in or completed on Blackboard by

Policy	the due date and time specified. Students who will not be able to meet a deadline due to serious extenuating circumstances need to speak with the instructor at least 24-hours prior to the deadline to submit documentation and negotiate a later due date. Students who do not communicate with the instructor in advance and wish to submit late work will receive a grade penalty of 10% deduction for each day late the assignment is submitted.			
Students with Disabilities	If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703-993-2474.			
Academic Integrity	<p>Please familiarize yourself with the University Honor Code found at the following link:</p> <p>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.</p>			
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 <i>guideline</i> , and is highly subject to change.			
Adding and Dropping Classes	The last day to add classes to your schedule is Monday, August 29. The last day to drop classes with no tuition penalty is Tuesday, September 6. The last day to drop classes with 50% tuition refund is Tuesday, September 13.			
Grading Scale	98%-100%: A+	88% - 89.9% = B+	78% -79.9% = C+	60% - 69.9% = D
	92% - 97.9% = A	82%-87.9% = B	72%-77.9% = C	Below 60% = F
	90% - 91.9% = A-	80% - 81.9% = B -	70% - 71.9% = C-	
Disclaimer	The instructor reserves the right to change the syllabus and its content. Any changes will be announced orally and in writing.			

Tentative Schedule of Topics and Readings
 (Please refer to Blackboard, as readings may change.)

Date	Topic	Readings
August 25	History of I-O Psychology / Big Picture Overview of IO Content Areas /	Chapter 3: Zickar & Gibby (2020) (Feel free to read other chapters from the e-book if you want a deeper historical survey of I-O).
September 1	Intro to IO Legal Context Job Analysis	Cascio & Aguinis (Ch. 2 & 9) Gatewood Job Analysis Chapter
September 8	Performance Criteria & Management	Cascio & Aguinis (Ch. 4-5) Jex & Britt (Ch. 5-6)
September 15	Individual Differences Measurement Validity	Cascio & Aguinis (Ch. 6-7) Optional (if helpful): Cascio & Aguinis (Appendix B)
September 22	Fairness	Cascio & Aguinis (Ch. 8)
September 29	Selection	Cascio & Aguinis (Ch. 12-13)
October 6	Selection	Cascio & Aguinis (Ch. 14)
October 13	Training & Development	Cascio & Aguinis (Ch. 15-16)
October 20	Motivation (Overview, Goal-Setting Theory, & Expectancy Theory)	Diefendorff, J. M., & Chandler, M. M. (2011). Motivating employees. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology, Vol. 3. Maintaining, expanding, and contracting the organization</i> (pp. 65–135). American Psychological Association. Locke, E., & Latham, G. (2012). <i>New Developments in Goal Setting and Task Performance</i> . (Chapters 1, 6, 12, 13) Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals gone wild: The systematic side effects of overprescribing goal setting. <i>Academy of Management Perspectives</i> , 23(1), 6-16.

		Jex & Britt – p. 327 (section on “The Practical Value of Motivation Theories”)
October 27	Motivation (Social Cognitive Theory, Job Design, Self-Determination Theory)	<p>Jex & Britt (Ch. 9-10)</p> <p>Stajkovic, A. D., & Luthans, F. (2003). Social cognitive theory and self-efficacy: Implications for motivation theory and practice. <i>Motivation and Work Behavior</i>, pp. 126-140</p> <p>Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. <i>Academy of Management Review</i>, 17(2), 183-211.</p> <p>Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: a meta-analytic summary and theoretical extension of the work design literature. <i>Journal of Applied Psychology</i>, 92(5), 1332-1356</p>
November 3	Job Attitudes / Organizational Justice	<p>Jex & Britt (Ch. 8)</p> <p>Dalal, R. S. (2013). Job attitudes: Cognition and affect. In N. W. Schmitt, S. Highhouse, & I. B. Weiner (Eds.), <i>Handbook of psychology: Industrial and organizational psychology</i> (pp. 341–366). John Wiley & Sons, Inc..</p> <p>Schleicher, D. J., Hansen, S. D., & Fox, K. E. (2011). Job attitudes and work values. In <i>APA handbook of industrial and organizational psychology, Vol 3: Maintaining, expanding, and contracting the organization</i> (p. 137-189). American Psychological Association. (Only section on Specific Job Attitudes starting at the bottom of p. 147.)</p>
November 10	Turnover	<p>Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. <i>Academy of Management Perspectives</i>, 24(2), 48-64.</p> <p>Hancock, J. I., Allen, D. G., Bosco, F. A., McDaniel, K. R., & Pierce, C. A. (2013). Meta-analytic review of employee turnover as a</p>

		<p>predictor of firm performance. <i>Journal of Management</i>, 39(3), 573-603.</p> <p>Cappelli, P., & Keller, J. R. (2014). Talent management: Conceptual approaches and practical challenges. <i>Annu. Rev. Organ. Psychol. Organ. Behav.</i>, 1(1), 305-331.</p>
November 17	Occupational Stress and Employee Health & Well-Being Organizational Culture & Climate The Work-Nonwork Interface	<p>Bliese, P. D., Edwards, J. R., & Sonnentag, S. (2017). Stress and well-being at work: A century of empirical trends reflecting theoretical and societal influences. <i>The Journal of Applied Psychology</i>, 102, 389-402.</p> <p>Tetrick, L. E. & Quick, J. C. & (2011). Overview of occupational health psychology: Public health in occupational settings. In J. C. Quick & L. E. Tetrick (Eds.) <i>Handbook of occupational health psychology</i> (2nd ed; pp. 3-20). Washington, DC: American Psychological Association.</p> <p>Casey, T., Griffin, M. A., Flatau Harrison, H., & Neal, A. (2017). Safety climate and culture: Integrating psychological and systems perspectives. <i>Journal of Occupational Health Psychology</i>, 22, 341-353</p>
December 1	Diversity	<p>Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. <i>Annu. Rev. Psychol.</i>, 58, 515-541.</p> <p>Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. <i>Psychological Bulletin</i>, 142(11), 1227. Section on diversity training (p. 542-543)</p>