

PSYC 333 – Introduction to Industrial/Organizational Psychology
Spring 2023
Tuesdays and Thursdays, 9:00-10:15 AM
Buchanan Hall D001

Instructor: Peter J. McEachern, MA
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Office: David King Hall, Room 3041
Office hour: Thursdays, 10:30-11:30 AM, or by appointment (email me or ask before/after class to set up a time).

Course Overview Industrial/organizational psychology is the study of human behavior, cognition, and emotion at work. I/O psychologists study and apply concepts such as employee recruitment and selection, performance appraisal, training, motivation, leadership, job satisfaction, emotions, and work stress. Thus, I/O is focused on enhancing our understanding of individual and organizational effectiveness and well-being and applying our scientific insights to real-life work scenarios.

Course Objectives By the end of this course, students should:

- Be able to identify the major topics studied by industrial/organizational psychologists.
- Understand major theories and research findings in I/O psychology.
- Understand the tools and techniques I/O psychologists use to conduct their work, both as scientists and practitioners.
- Learn to think critically about the complex social and psychological dynamics of work.
- Develop and apply an I/O psychologist's mindset to enhance their own and others' work lives and career development.

Textbook (optional) Landy, F.J., & Conte, J.M. (2018). *Work in the 21st century: An introduction to industrial and organizational psychology* (6th edition). Wiley.

The textbook is optional. You do not need it to do well in the course. However, you may find it helpful to have a copy, especially if you are considering I/O as a career. You can rent it online from various websites for pretty cheap. There should be at least one copy of the current edition and few of older editions available in the library.

Course Website All course materials will be posted on Blackboard. Please check Blackboard frequently.

Late Work Policy Life happens. If something comes up that would prevent you from turning in work on time, please let me know (in-person or via email) as soon as you can so we can devise a plan for you. I am flexible when it comes to late work, but you must take the initiative and ask me for that flexibility.

In the absence of a request for an extension, assignments turned in within 7 days after the due date will receive a flat 10% grade deduction. Assignments turned in more than 7 days after the due date will receive a grade of 0. Generally, unless an extension was granted, the later after the

due date you turn an assignment in, the lower in quality my feedback for you will be.

Make-up Policy

I will consider quiz and exam make-ups on a case-by-case basis. Requests for a make-up exam should be emailed to me prior to the class period when the exam is given/the start of the exam period, along with a list of possible times you can make-up the exam in-person. While I will try to be as accommodating as possible, I cannot guarantee that a make-up request will be accepted.

Student athletes should provide me with the schedule of events they will participate in throughout the semester at the beginning of the semester.

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.

Please note that this does not mean you can simply say whatever you want without being held accountable for it. Fostering healthy and equitable dialogue requires self-reflection, benevolence, and understanding on everyone's part.

Course Elements and Evaluation Criteria

Frequently, I/O psychologists must work with their organizational clients to develop the most appropriate performance evaluation criteria for a job. In this course, I will give you the opportunity to develop this skill by determining your own evaluation criteria.

Everyone taking this course will complete the same assignments. However, everyone also comes to this course with a different set of knowledge, skills, experiences, and goals. Thus, after going over the purpose of each of the course elements which I will use to evaluate your performance, as well as reflecting both on what you bring to this course and what you need out of it, **each student will individually determine the weighting assigned to exams, article critiques, and the job analysis project for their own final grade.** I will explain this in more detail on the first day of class. Each course element is also described briefly below.

Attendance/Participation (10%)

You will receive a participation grade for each class period on a 0-1 scale. If you do not show up to class, you receive a 0, and if you do show up and participate in the activity, you will receive a 1. A grade of 0.5 may be given in extreme circumstances if you refuse to participate in the course activities for that day or your actions are disrupting your classmates' learning experience. You will receive two (2) free absences throughout the semester, no questions asked. For up to two (2) additional absences

beyond these two free ones, you can receive participation credit for the day by completing a one-page summary of the material we covered and, if applicable, doing the in-class activity we did that day. You will need to reach out to me and/or your classmates for info on what was covered.

Unit Quizzes (10%)

Each unit will feature a short quiz hosted on Blackboard. You will have an unlimited number of attempts to take each quiz; the highest score will be your grade. While you are technically allowed to use the book and/or your notes for these quizzes, I **strongly** recommend against doing so, at least for a few attempts. This is to help you prepare for exams, which are not open note.

Exams (10-50%)

There will be two non-cumulative exams: a midterm and a final. They will be comprised of the following:

- Some multiple-choice questions from prior quizzes.
- Additional multiple-choice questions that did not previously appear in quizzes.
- Essay questions (answers will be 1-2 paragraphs in length). There will be three of these questions; you will choose two to answer.

Article Critiques (10-50%)

One of I/O psychology's greatest strengths as a field is its dual focus on science and practice. These assignments are meant to get you to engage with the science side of things. In this syllabus is a list of academic articles, the PDFs of which I will post to Blackboard. Over the course of this semester, you will choose **two (2)** of these articles to write a 500- to 1000-word reflection on. This reflection should contain a brief summary of the article's most important takeaways (at least 100-150 words), but it should mostly contain your own thoughts (at least 350-400 words). What you offer of your own thoughts is entirely up to you. Below are some prompts that may help you with ideas:

- Are you particularly interested in (or do you see a problem with) any of the article's underlying theory, research methods, findings, or interpretations of findings? Do you have ideas about how to address the limitations the researchers identify?
- Can you apply this article's insights to your own life (work- or nonwork-related) in some way? For example, do you have a better understanding of something that you experienced in the past at work? Will it help you to navigate a future problem you might experience? Does it give you a better idea of your own career interests or the way you wish to relate to your work?
- Which constituency's interests does the article primarily reflect? Workers? Organizations? A mix of both? Make sure to provide evidence supporting your reasoning.

Try to avoid speaking in absolutes when reflecting on these articles. The fact that a study might have weaknesses or limitations does not make it useless or not worth listening to.

If you'd like to find a different article to critique than what is on the provided list, you are free to do so. Just send it to me for approval first. Note that it is highly unlikely I will approve a non-peer-reviewed article.

I picked these articles to correspond with topics we will be covering in class, but you don't need to wait for us to cover those topics to do well on the critiques. If you find any aspect of an article confusing, I encourage you to come discuss it with me in office hours.

Your must have your first critique done by March 3rd, and your second by April 14th. You are free (encouraged even!) to submit critiques prior to these due dates. APA style is required for formatting the paper itself (e.g., for headings) and for formatting citations, both in-text and in the references section.

Job Analysis Project (20-60%)

Job analysis is often called the "bread and butter" of I/O psychology. While many find it boring, it is basically the activity off which the rest of the I/O field is built (that's why we're discussing it first). It can also be incredibly interesting and useful if applied in the right way. With that sentiment in mind, while this project is labeled as a job analysis, it is also designed to assist you in exploring your desired future career. Therefore, its possible weighting range is higher than that for your exams and article critiques; no matter what your goals are, this project will help you work toward them.

The project will be broken down into three sections. First, you will identify a job that interests you and gather information on that job, both from real-world job advertisements and the Occupational Information Network (O*NET), a database of information on over a thousand different occupations maintained by the US Department of Labor and some I/O psychologists. Secondly, you will find two people who do that job (not family or friends) and interview them using a combination of questions I provide and a few of your own, as well as answer a few reflection questions. Finally, you will give a brief presentation on what you learned through this project (just provide a few insights, not a summary of what is contained in your other sections). More information is contained in the job analysis workbook, which you will receive in the second week of this course.

Final grades are assigned as follows:

98-100% = A+	88-89.99% = B+	78-79.9% = C+	60-69.9% = D
93-97.99% = A	83-87.99% = B	72-77.99% = C	Below 60% = F
90-92.99% = A-	80-82.99% = B-	70-71.99% = C-	

Summary of Evaluation Criteria

Course Element	% of Final Grade
Participation	10%
Unit Quizzes	10%
Exams	10-50% (Default: 25%)

Article Critiques	10-50% (Default: 25%)
Job Analysis Project	20-60% (Default: 30%)
TOTAL	100%

Note. You will choose the weighting assigned to exams, article critiques, and the job analysis project at the beginning of the semester. You will have an opportunity to adjust these weightings after the midterm exam has been graded (see course schedule). Final grade weightings must add up to 100%.

Communicating with the Instructor

Email is the best way to reach me. Unless otherwise stated, expect a response within 24 hours for emails sent during the week (between Monday morning and Friday around noon) and within 48 hours for emails sent during the weekend. If I have not responded to you within the expected window, feel free to send a follow-up email.

In class and over email, feel free to just call me “Pete.” If you feel weird calling instructors by their first name, “Professor” or “Prof M” is fine.

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.

Classroom Technology Policy

We will use electronic devices to complete in-class activities. Laptops are ideal, but if it’s easier to use a cell phone that should usually be fine. You may also use an electronic device to take notes if you wish.

Using devices for activities not related to our class is not allowed, and you should know that in most cases, I am able to tell when you are doing so. Especially if your device usage is disruptive to your classmates, this may affect your participation grade. If you are having issues with a disruptive classmate, please let me know and I will talk to them while maintaining your anonymity.

I will do what I can to create an engaging class environment that discourages non-class-related activities, but your education is ultimately your responsibility. Using devices for non-class-related activities hurts you far more than me.

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.
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.
Class schedule	The course schedule below is to be considered a <i>guideline</i> and is highly subject to change. It is your responsibility to keep up with any changes to the course schedule.
Adding and Dropping Classes	The last day to add classes to your schedule is Monday, January 30 th . The last day to drop classes with no tuition penalty is Monday, February 6 th . The last day to drop classes with a 50% tuition refund is Monday, February 13 th .
Mandatory Reporting	As a course instructor, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu .
Disclaimer	The instructor reserves the right to change the syllabus and its content. Any changes will be announced orally and in writing.

Tentative Course Schedule

Week	Date	Topic	Textbook (OPTIONAL)	Assignments Due (11:59 PM unless otherwise indicated)
1	1/24	Course intro		
	1/26	What is I/O?	Chapter 1	
2	1/31	Job analysis	Chapter 4.3 - 4.5	
	2/2	Job analysis	Chapter 4.3 - 4.5	Quiz 1 - 2/3 Final grade weighting worksheet - 2/3
3	2/7	Methods and Stats	Chapter 2	
	2/9	Methods and Stats	Chapter 2	Quiz 2 - 2/10
4	2/14	Individual differences & assessment	Chapter 3	
	2/16	Individual differences & assessment	Chapter 3	Quiz 3 - 2/17 Job analysis project: Section 1 - 2/17
5	2/21	Job performance	Chapter 4.1 - 4.2	
	2/23	Job performance	Chapter 4.1 - 4.2	Quiz 4 – 2/24
6	2/28	Performance measurement	Chapter 5	
	3/2	Staffing decisions	Chapter 6	Article Critique 1 – 3/3
7	3/7	Staffing decisions	Chapter 6	Quiz 5 - 3/8
	3/9	Midterm		
	3/14	NO CLASS - SPRING BREAK		
	3/16	NO CLASS - SPRING BREAK		
8	3/21	Training and development	Chapter 7	
	3/23	Training and development	Chapter 7	Quiz 6 - 3/24 Adjusted final grade weightings - 3/24
9	3/28	Motivation	Chapter 8	
	3/30	Motivation	Chapter 8	Quiz 7 - 3/31

10	4/4	Attitudes, emotions, and work	Chapter 9	
	4/6	Attitudes, emotions, and work	Chapter 9	Quiz 8 - 4/7
11	4/11	Stress and worker wellbeing	Chapter 10	
	4/13	Stress and worker wellbeing	Chapter 10	Quiz 9 - 4/14 Article Critique 2 – 4/14
12	4/18	Fairness, justice, and diversity	Chapter 11	
	4/20	Fairness, justice, and diversity (ONLINE ASYNCHRONOUS class)	Chapter 11	Quiz 10 - 4/21
13	4/25	Leadership	Chapter 12	
	4/27	Leadership	Chapter 12	Quiz 11 - 4/28 Job analysis project: Sections 2 and 3 - 4/28
14	5/2	Job analysis presentations		
	5/4	Job analysis presentations		
FINAL	TBD	Final exam		

Articles for Critique: Choose 2 (See Blackboard for PDFs)

- Bal, P. M., & Dóci, E. (2018). Neoliberal ideology in work and organizational psychology. *European Journal of Work and Organizational Psychology, 27*(5), 536-548. <https://doi.org/10.1080/1359432X.2018.1449108> (cannot do this and Zickar)
- Clarke, N. (2003). The politics of training needs analysis. *Journal of Workplace Learning, 15*(4), 141-153. <https://doi.org/10.1108/13665620310474598>
- De Cooman, R., De Gieter, S., Pepermans, R., Hermans, S., Du Bois, C., Caers, R., & Jegers, M. (2009). Person–organization fit: Testing socialization and attraction–selection–attrition hypotheses. *Journal of Vocational Behavior, 74*(1), 102-107. <https://doi.org/10.1016/j.jvb.2008.10.010> (cannot do this and Werbel et al.)
- Ferreira, C., Hannah, D., McCarthy, I., Pitt, L., & Lord Ferguson, S. (2022). This place is full of it: Towards an organizational bullshit perception scale. *Psychological Reports, 125*(1), 448-463. <https://doi.org/10.1177/0033294120978162>
- Grawitch, M. J., Ballard, D. W., & Erb, K. R. (2015). To be or not to be (stressed): The critical role of a psychologically healthy workplace in effective stress management. *Stress and Health, 31*(4), 264-273. <https://doi.org/10.1002/smi.2619>
- Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*(3), 333-342. <https://doi.org/10.1111/j.1754-9434.2008.00058.x>
- Kelloway, E. K., Francis, L., Prosser, M., & Cameron, J. E. (2010). Counterproductive work behavior as protest. *Human Resource Management Review, 20*(1), 18-25. <https://doi.org/10.1016/j.hrmr.2009.03.014>
- Kuykendall, L., Craig, L., & Tay, L. (2020). Work-contingent self-esteem: A boon or bane for worker well-being?. *Journal of Organizational Behavior, 41*(1), 1-16. <https://doi.org/10.1002/job.2408>
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705-717. <https://doi.org/10.1037/0003-066X.57.9.705>
- Page, S. E. (2007). Making the difference: Applying a logic of diversity. *Academy of Management Perspectives, 21*(4), 6-20. <https://doi.org/10.5465/amp.2007.27895335>
- Sanchez, J. I., & Levine, E. L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis?. *Human Resource Management Review, 19*(2), 53-63. <https://doi.org/10.1016/j.hrmr.2008.10.002> (cannot do this and Werbel et al.)
- Spain, S. M., Harms, P., & LeBreton, J. M. (2014). The dark side of personality at work. *Journal of Organizational Behavior, 35*(S1), S41-S60. <https://doi.org/10.1002/job.1894>

Werbel, J. D., & DeMarie, S. M. (2005). Aligning strategic human resource management and person–environment fit. *Human Resource Management Review*, 15(4), 247-262.
<https://doi.org/10.1016/j.hrmr.2005.10.001> (cannot do this and Sanchez & Levine)

Zickar, M. J. (2004). An analysis of industrial-organizational psychology's indifference to labor unions in the United States. *Human Relations*, 57(2), 145-167.
<https://doi.org/10.1177/0018726704042925> (cannot do this and Bal & Dóci)

You may also choose an article not on this list if you wish, but please get my approval before using it.