Course Objectives
To provide a broad understanding of the topics Industrial and Organizational Psychologists study, their research methods and theories, as well as real-world applications. You will learn how I/O Psychologists have helped facilitate how employers recruit applicants, make hiring decisions, decide who needs training and on what topics, and how employers evaluate their employees' performance. Issues behind employee motivation, leadership, organizational culture, attitudes and behaviors, legal issues, as well as human factors and system design will be examined.

This course is a foundation for understanding organizations and how they function from a psychological perspective. It should help you as you prepare for getting and keeping a job. It will provide guidelines for working in an organization as well as information about whether or not this field may be right for you. I value your questions, comments, and participation in class.

Instructor Information
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Office Hours: Mondays after class (5:40-7:00 PM) and by appointment

Course Website
http://www.public.iastate.edu/~kathann/250f2009.htm
The course website provides the outline for each topic so please bring that to class; it will assist you in note-taking. I have provided today's outline for you; I will assume you have the outline during class. Download and add spaces, etc. to accommodate your note-taking style. Other course information and grades will also be posted here.

Textbook and Workbook
Applied Industrial/Organizational Psychology, Sixth ed (2010) and Industrial/Organizational Applications Workbook, Sixth ed. (2010) both by Michael Aamodt. Please bring both of these to class for in-class activities.

Textbook Website
The textbook website offers review questions, puzzles, and other helpful aids. See the link on the Psychology 250X course website to access this site easily. I recommend you complete the quiz after reading each chapter.

Evaluation of Learning
You will have several opportunities to demonstrate your understanding and learning of the material for this course including in-class activities, assignments, quizzes, a project, and a final exam. A description of each is provided on the next page. Grading will be on a curve that will be described in class. Tentative grading scales will be provided periodically to let you know where you stand in the course. Please see me immediately if you are having difficulty with the material.
Evaluation of Learning

Points

30  **In-Class Activities**: We will have an in-class activity/activities most class periods. Each class period's activities are worth 3 points and you need to complete 10 of them to earn 30 points. There are no make-ups for in-class activities.

45  **Assignments**: See assignments on the next two pages of this syllabus. Assignments are DUE the day they are shown on the schedule. No late assignments will be accepted. You need to complete 9 of the 11 assignments; they are worth 5 points each.

**Guidelines/Requirements**
- Papers, as part of the assignments, should be typed, double-spaced, with 1-inch margins.
- A photocopy of the workbook page/pages is acceptable. Include all pages of the workbook assignments that have information put there by you when you submit them for evaluation.
- Explanations/Justifications as part of the assignments should consist of AT LEAST 3-4 sentences (more is acceptable). You need to illustrate to me what you have learned from the assignments.
- If you cannot be in class, place your assignment in my mailbox in W112 Lagomarcino Hall by 3:00 PM the Monday it is due.
- Do not email me your assignments; I need a hard copy for grading.

40  **Quizzes**: See the next two pages of this syllabus for dates. There will be 3 quizzes throughout the semester. Specific details about the quizzes will be provided the class period before they occur. Make-up quizzes will be given in extenuating circumstances. I need to know before the quiz occurs if you will miss it.

50  **Project**: A description and its requirements are attached. It is due on November 30, 2009.

15  **Class Participation**: These points will be earned by sharing your assignment results with the class as well as active participation during in-class activities (5 points). You will also be asked to describe your project and your reactions to it (10 points).

120  **Final exam**: Details about the final will be provided during class. A review sheet will be available on the course website early in the semester.

300  **TOTAL POINTS**

University Policies

**ISU Disability Statement**
If you have a disability and require accommodations, please contact me as soon as possible so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Resources (DR) office, Student Services Building, Room 1076, #294-7220.

**ISU Academic Dishonesty Statements**
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the ISU Student Information Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures, as well as consequences with regard to this course.
Psychology 250X Schedule
Fall, 2009

August 24
Chapter 1: Introduction to I/O Psychology pp. 1-32 (ALL)

August 31
Chapter 2: Job Analysis and Evaluation pp. 33-54 and 64-70
Assignment 1: Using O*NET (http://online.onetcenter.org/) find your anticipated future job and print out the summary. Write a one-page paper comparing your prior expectations about your future job to the information presented on O*NET. Attach the O*NET summary to your paper.

September 7
University Holiday

September 14
Chapter 3: Legal Issues in Employee Selection pp. 75-99 and 105-111
Assignment 2: Workbook Exercise 3.8

September 21
Quiz 1 – 10 points (Chapter 1, 2, and 3)
Chapter 4: Employee Selection: Recruiting & Interviewing pp. 113-155 (ALL)
Assignment 3: Workbook Exercise 4.1. Which of your chosen ads appeals most to you? Why? OR Workbook Exercise 4.2. Provide the rationale behind your ad (add additional pages if necessary).

September 28
Chapter 5: Employee Selection: References and Testing pp. 157-201 (ALL)
Assignment 4: Complete either Workbook Exercise 5.4 (this is used in Assignment 9 too) or 5.5 and write a one page paper discussing whether or not the test results match your personality or interests and whether or not this is a good “test” to use in hiring employees. The scoring key for the personality inventory will be available on the course website.

October 5
Chapter 7: Evaluating Employee Performance pp. 237-280 (ALL)
Assignment 5: Eat at a sit-down restaurant and conduct a performance evaluation of your waiter or waitress. What did he or she do right? Wrong? For examples of critical incidents of good and poor performance for a waiter or waitress, see pages 15-21 in your workbook. Write a one page paper summarizing your experience and evaluation using information from your text. Attach your dated restaurant receipt to your paper.

October 12
Chapter 8: Designing and Evaluating Training Systems pp. 287-297 and 310-325
Assignment 6: Workbook Exercise 8.4

October 19
Quiz 2 – 15 points (Chapters 4, 5, 7 and 8)
Chapter 9: Employee Motivation pp. 327-362 (ALL)
Assignment 7: Workbook Exercise 9.3
Psychology 250X Schedule Continued
Fall, 2009

October 26
Chapter 10: Employee Satisfaction and Commitment pp. 363-381 and 386-399
Assignment 8: Workbook Exercise 10.6

November 2
Chapter 12: Leadership pp. 437-471 (ALL)
Assignment 9: Workbook Exercise 12.2 (Uses information from Workbook Exercise 5.4, not 6-4)

November 9
Chapter 13: Group Behavior, Teams, and Conflict pp. 473-511 (ALL)
Assignment 10: Workbook Exercise 13.5

November 16
Quiz 3 – 15 points (Chapters 9, 10, 12, and 13)
Chapter 14: Organization Development pp. 513-527 and 536-553
Assignment 11: Workbook Exercise 14.6

November 23
Thanksgiving Break

November 30
Project Due
Project Presentations

December 7
Chapter 15: Stress Management: Dealing with the Demands of Life and Work pp. 555-564 and 573-580
Appendix: Working Conditions and Human Factors pp. 595-601
Review for final exam

December 17 (THURSDAY)
Final Exam, 2:15-4:15 PM
The goal of this project is to reinforce some of the concepts we will study this semester while allowing you to focus on the topic or topics of most interest to you. You should pick a topic or related topics we have covered this semester and present information about it in a format you prefer (e.g., slideshow, movie, photo collage, poster, paper).

You can design the project yourself with a few guidelines so I am able to evaluate your project appropriately. The project is worth 50 points and each will be evaluated based on its content. There must be some writing component to your project; that segment should be well written with clearly expressed ideas and contain correct grammar and style. Make sure you give appropriate credit if you use a source for information (e.g., references).

Each project should have some type of title page and look professional. Projects are due on **November 30 at 3:10 PM**. Projects submitted after November 30 will be accepted but 10 points will be subtracted each day the project is late. If you want to keep a copy of your project, make a copy before you turn it in to me. I will retain all projects.

Examples of Projects:

1. A book of comics on your chosen topic with commentary on its relation to class and your evaluation of the comic.
2. Create a game (e.g., board game, card game, computer game) on your chosen topic. Describe how and why you created it as you did.
3. A paper about researchers who have made an impact in the area of your chosen topic. Add photos of researchers and evaluate their contributions.
4. Interview a manager of an organization you are interested in about how his/her company deals with your chosen topic. Submit a paper and critique of their process.
5. Make a scrapbook about how an organization deals with one or more of the topics in I/O Psychology.
6. Teach me something new by designing a training program focusing on a talent you have and combining that with the best ways to train employees.
7. Create a computer photo slideshow or video on your chosen topic. Evaluate the information you provide using your knowledge of I/O Psychology.
8. Write a song or poem, or make a movie about your chosen topic. Submit either a movie or sound file of your creation.

Anything goes as long as it ties in with Industrial and Organizational Psychology and you can illustrate for me that you have learned something useful about your chosen topic. Be creative.

If you want to email me your ideas, I will reply with questions, suggestions, etc. This is optional and NOT a requirement.
What is I/O Psychology?
A branch of psychology that applies the principles of psychology to the workplace. (Aamodt, 2007)
The study of employees' behavior at work using psychological principles. (Hanisch)

Fields of I/O Psychology
- Industrial or Personnel Psychology
- Organizational Psychology
- Human Factors/Ergonomics

Characteristics of I/O Psychology
- Behavioral science
- Study individuals
- Normal behavior
- General theories and specific cases

General Background
- American Psychological Association (APA); www.apa.org
- 8 areas: Clinical, Counseling, Developmental, Educational, Experimental, I/O, School, Social
- American Psychological Society (APS); www.psychologicalscience.org
- Society for Industrial and Organizational Psychology (SIOP); www.siop.org
- 1945, Division of APA
- Society for Industrial and Business Psychology
- 1982, current name

Education and Employment Settings of I/O Psychologists

Impact of I/O Psychology World War I
- Selection of soldiers
- John Watson developed tests for pilots
- Henry Gantt increased cargo ship efficiency

Why Should You Care About Research?
- Answering questions and making decisions
- We encounter research every day
- Common sense is often wrong
Steps of the Research Process

Step 1: Question

How do you know what to research?

Step 2: Hypothesis

Well thought out suggestion or idea, Statement of the research problem, Theory driven

Where Do You Find Previous Research?

Written sources: Journals, Trade Magazines, Magazines, Books

Electronic Resources: Databases, Psych Info

The Web

Step 3: Design of the Research Study

Requires many decisions….

Where Will I Conduct My Research?

Locations: Laboratory, Field

What Research Strategy Should I Use?

Experiment, Quasi-experiment or Field Experiment, Field Study (Survey), Simulation Study

Research Strategy: Experiment

Independent variable is manipulated {and} Subjects are randomly assigned to conditions

Dependent variable

Cause-effect relationships

Research Strategy: Quasi-Experiments or Field Experiments

The independent variable is not manipulated {or}

Subjects are not randomly assigned to conditions

Cannot determine cause-effect relationships

Research Strategy: Field Study (Survey)

No variable manipulation or randomization

Cannot determine cause-effect relationships

Research Strategy: Simulation

An attempt to capture some of the control of an experiment without the artificiality of the setting

Cannot determine cause-effect relationships

Research Trade-Offs