

**PSYCHOLOGY 345**  
**INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**  
**COURSE SYLLABUS**

**SPRING 2017**

Welcome back from what I hope was a great vacation. Your vacation should have renewed and refreshed you. Since each of you has spent a number of years honing your academic prowess, I am expecting a scholarly approach and inquisitiveness toward I/O psychology never before paralleled. This course will use many of the principles and tools learned previously in other courses and your own life experiences, so you can be both integrative and analytical in dealing with organizational and personnel issues.

Psychology 345 is the study of the behavior of persons in organizational settings and the application of its knowledge to enhance organizational effectiveness. Industrial psychology, often called personnel psychology, covers such topics as job analysis, measurement issues, job selection, job performance, compensation, and training. Organizational psychology covers such diverse topics as work motivation, job satisfaction, leadership, team-building, organizational development, organizational change, and environmental issues. This course will allow you to understand the many diverse issues that surround psychologists when they leave the laboratory and enter the applied world.

**Instructor:** Justin Rueb  
**Office:** B301 Science Center  
**Phone:** 346-2191

**Section:** M(1:00-3:30)      **Room:** D230 Science Bldg  
**Office Hours** Tuesdays 1-3, Wednesdays 1-2, and by appointment  
**Email:** Justin.Rueb@UWSP.edu

**Required Texts**

Levy, P. E. (2017). Industrial/organizational psychology: Understanding the workplace. (5<sup>th</sup> ed.). New York:Worth Publishers.

**Class Objectives**

1. To increase knowledge of the theories and research methods used in applied/field studies.
2. To increase knowledge and the application of the commonly used methods within the workplace, to include job analysis, training, performance appraisal, selection, and affirmative action.
3. To understand the theories of motivation, leadership, and compensation and how to apply them within the normal work environment.
4. To increase students' understanding of the basic psychological principles and how they can be applied at work.
5. To increase students' understanding of these principles to aid them in applying for jobs and graduate school.

**Course Process and Assignments**

PSYC 345 will be conducted as a modified seminar. Throughout the semester, the class will split into various groups that will be responsible for presenting their viewpoints and knowledge

of the concept for that day... This approach is designed to maximize your personal involvement and to give you experience participating in a cooperative effort. You must come to class fully prepared to discuss the lesson assignment and to relate that material to your own experiences and observations. The lectures/discussions will not simply repeat your reading assignments. Each team should also ensure that absent members receive all relevant information presented during a specific class.

I believe the best way to understand industrial/organizational psychology is through discussion and hands-on experience. Consequently, I will have various team activities throughout the semester. The combination of critical thought discussions, pop quizzes, daily questions, and examinations will give you ample opportunity to display your knowledge and provide me with sufficient evidence to evaluate it.

### **Course Policies**

**Unrestricted Joint Effort** - For any assignment presented in this course, excluding in-class examinations, you may work with anyone and use any outside sources. However, the final product must reflect your own work and ideas. Any exceptions must be duly noted through proper documentation techniques.

**Late turn-in policy** - The policy for this unlikely event will be a 10% reduction in your score for each day the paper is late. Any exceptional circumstances that may result in an unforeseen late submission (e.g., hospitalization, emergency absence) will be worked out with your instructor.

**Cell Phones and Electronic Recording Devices** - All cell phones are to be turned off. Should a phone ring in class, I will be more than happy to answer that phone and talk to the caller. Anticipated emergency phone calls can be pre-arranged with the instructor, but the call must be answered outside of the classroom. Electronic recording devices for recording lectures must be pre-approved by the instructor.

**Student's Rights and Responsibilities** – Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line.

**Course Withdrawal** - Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found on-line.

**Academic Honesty** – If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions /UWSP 14, “Student Academic Standards and Disciplinary Procedures,” of the Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System. Copies of UWS/UWSP Chapter 14 are located on-line and in paper form at The Office of Students Rights and Responsibilities, each residence hall, the Reserve Desk of the

Learning Resources Center, the University Center Information Center, and the office of each academic dean.

### **Emergency Response Guidance:**

**Medical Emergency.** Call 911 or use Red Emergency Phone (List Location). Offer assistance if trained and willing to do so. Guide Emergency Responders to victim.

**Tornado Warning.** Proceed to the lowest level interior room without window exposure at \_\_\_\_\_. (List primary location for shelter closest to class). See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

**Fire Alarm.** Evacuate the building in a calm manner. Meet at west end of Gym (Swimming pool side). Notify instructor or emergency command personnel of any missing individuals.

**Active Shooter:** Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.

**Title IX.** *Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature.* This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

### **Course Grading**

**Classroom Attendance & Participation (CAP) Points (150 points)** - CAP points account for 15% of a student's grade in the course. These points are awarded at the end of the semester based on how well and how often a student participates in the class or provides items of interest to the instructor that can assist in another student's learning. These points may also come from pop quizzes or unlisted outside assignments. Active oral participation is essential to do well in this portion of the grading. Should students fail to participate in class, they can expect to receive no better than **65 of 100 points**. You can also expect to be downgraded in this area for more than two absences. **Two absences or less** will result in a 75 out of 75 points for attendance. Attendance is recorded daily and the student is awarded a daily score from (0-Slept in class/did not attend, 1-Failed to participate/refused to answer question when called upon or late to class, 2-participated when called upon, 3-active, voluntary participation). The participation portion of the grade will be calculated using an instructor-derived formula based on your daily score total.

**Daily Questions (DQ) 100 points** - To encourage daily preparation and to reward those who do prepare, students will answer 1-3 daily question(s) during each of the classes. Each question will

be worth 4 points. A total of 25 questions will count toward your overall grade, although it is probable that more than 25 questions may be given during the semester. However, your maximum score for this area cannot exceed 100 points. When answering your daily question, you may use any study notes that you made prior to class. Daily lesson slides that you bring to class do constitute notes. Photocopies of another's notes do not constitute note preparation on your part. You may **not** use your textbook for the daily question. You can use the notecards (NC) done for each class on the final as well. These notecards must be stamped with my signature for each class. If you miss a DQ(s), you will simply miss the question(s) for that day.

### **Quizzes (5 Quizzes @ 100 pts each; 500 points)**

A quiz consisting of 30 questions will occur approximately every two weeks. These quizzes will cover the lecture and material addressed in the assigned readings from the Levy text and the assigned handouts. The purpose of these quizzes is to help you better understand and apply the basic concepts of the class. Each quiz will consist of a brief Q/A session; each student taking the quiz individually; a re-take of the quiz in small groups; and a larger group discussion to increase understanding. Your grade for each quiz will be calculated by the following formula:

$$(2/3 \times \text{Individual Quiz}) + (1/3 \times \text{Group Quiz})$$

### **Final Take-Home Essay (50 points)**

Each student will complete a one-page essay based on the I/O concepts that pertain to the in-class movies. The students will earn the grade based on identifying and defining the I/O concepts and tying them appropriately to the movie. The essay will be due by 3 PM on the Friday prior to finals. The essay must be typewritten and delivered to my office B301 Science Bldg, my department mail box in Room D240 Science Building, or e-mailed by the designated time.

**Final Exam (200 points)** - The final exam will be 66 multiple-choice questions worth 3 points each. The final examination will be comprehensive. Your work throughout the course should prepare you well for the final. As an added incentive, each student may prepare an additional 5" x 8" notecard (both sides) or an 8.5" x 11" sheet of paper (one side only) for use on the final.

**Bonus Points (15 Points maximum)** - To encourage an in-depth reading and review of this syllabus and other course material, this instructor will award any student 1 point (up to a maximum of 15 points-1.5% of your grade) for any error that s/he discovers in any of the instructor's written documents. This policy does not apply to email. The email should state what course and section you are in and the error (e.g., PSYC 345-Section 1: The word "eror" found on slide 2, line 2 of the normal distributions lesson should be spelled "error. "). Only the first individual who notifies the instructor of the error will receive the point. So as not to interrupt the class, students are to notify the instructor before or after class via email. E-mail is the acceptable method of notification as this provides this instructor with a traceable record for assigning the bonus points. Only students who email the error will get credit. Verbal notification is not enough, with the exception of the final. For this examination, the student must inform the instructor and then write the error and question number on the front of the examination to receive credit. However, if two students should have the same error listed, I will use the date/time of the message to indicate who was first. The instructor will keep a master copy of the student's name for each error for each document. Since I strive to produce the best product possible, this

approach will help me reach a goal of zero errors in my materials. Should a student also receive a verbal bonus point in class, that student must again email the instructor reminding him of that bonus point award on that day. Delayed (**more than two days**) or non-notification may result in loss of the bonus point.

<b>Course Grading Summary</b>	<b>Points</b>	<b>%</b>	<b>Score</b>	<b>Cumulative Total</b>
CAP Points	150	15	_____	_____
DQ	100	10	_____	_____
Quiz 1-5 @ 100 points each	500	50	_____	_____
Final Take-home Exam	50	5	_____	_____
Final	200	20	_____	_____
<b>Total</b>	<b>1000</b>	<b>100</b>	_____	_____

**Quiz 1** \_\_\_\_\_ **Quiz 2** \_\_\_\_\_ **Quiz 3** \_\_\_\_\_ **Quiz 4** \_\_\_\_\_ **Quiz 5** \_\_\_\_\_

### **The Meaning of Grades in PSYC 345**

Since scores on papers and examinations reflect the student's ability, instructor's grading tendencies, and the difficulty of the test, a contract grade schedule for this course would be inappropriate. Therefore, this course will not use a rigid contract for converting percentages to letter grades. However, the following guidelines will be used to assign points on essays and projects. I guarantee you the letter grade for the percentages listed, although I reserve the right to lower percentages. For example:

<b>A</b>	<b>94-100</b>	<b>B+</b>	<b>88 – 89.99</b>	<b>C+</b>	<b>78 – 80.99</b>	<b>D+</b>	<b>67 – 70.99</b>
<b>A-</b>	<b>90-93.99</b>	<b>B</b>	<b>84 – 87.99</b>	<b>C</b>	<b>74 – 77.99</b>	<b>D</b>	<b>64 – 66.99</b>
		<b>B-</b>	<b>81 – 83.99</b>	<b>C-</b>	<b>71 – 73.99</b>	<b>F</b>	<b>Below 64</b>

## PSYC 345 Spring 2017 Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Items Due</b>
<b>Jan</b>			
23	Course Introduction	Syllabus	
25	History of I/O <i>Psychology (Team Selection)</i>	Chapter 1	Note card #1
30	Research Methods	Chapter 2	Note card #2
<b>Feb</b>			
1	Research Methods	Chapter 2	
<b>6</b>	<b>Quiz 1</b>	Chapters 1-2	<b>QUIZ #1 – 10%</b>
8	Job Analysis and Evaluation I	Chapter 3	Note card #3
13	Job Analysis and Evaluation II	Chapter 3	
15	Criteria	Chapter 4	Note card #4
20	Performance Appraisal I	Chapter 5	Note card #5
22	TBA		
<b>27</b>	<b>Quiz 2</b>	Chapters 3-5	<b>QUIZ #2 – 10%</b>
<b>Mar</b>			
1	Predictors	Chapter 6	Note card #6
6	Selection	Chapter 7	Note card #7
8	Selection	Chapter 7	
13	Interview/Resume	Chapter 7	Note card #8
<b>15</b>	<b>Quiz 3</b>	Chapter 6-7	<b>QUIZ #3 – 10%</b>
18-26	<b>Have a Great Spring Break!</b>		
27	Training	Chapter 8	Note card #9
29	EEOC and The Law I	pp. 223-242	Note card #10
<b>Apr</b>			
3	EEOC and The Law II	pp. 223-242	
5	Compensation	Lesson Slides	Note card #11
<b>10</b>	<b>Quiz 4</b>	Chap 8 pp. 223-242	<b>QUIZ #4 – 10%</b>
12	Work Motivation I	Chapter 9	Note card #12
17	Work Motivation II/ Job Design	Chapter 9	Note card #13
19	Attitudes and Behavior I	Chapter 10	Note card #14
24	<b>Attitudes and Behavior II</b>	Chapter 10	
26	Leadership I	Chapter 13	Note card #15
<b>May</b>			
1	Leadership II	Chapter 13	
<b>3</b>	<b>Quiz 5</b>	Chapters 9, 10, 13	<b>QUIZ #5 – 10%</b>
8	The I.O. Psychologist I		Note card #16
10	The I.O. Psychologist II		
<b>12</b>	<b>Take home final</b>	<b>Due 3:00 pm</b>	<b>5%</b>
<b>16</b>	<b>Final: Tuesday 14:45-16:55</b>	<b>Chapters 1-10, 13</b>	<b>20%</b>