

**SOUTHERN CALIFORNIA SEMINARY**  
**2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108**

**IO-750 Principles and Foundations of Industrial and Organizational Psychology**

Fall 2015, Module 2

11/3/15 – 12/15/15

Online

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**Course Description**

Have you ever wondered how psychology applies to our lives at work? Industrial and organizational psychology applies concepts from psychology to address various workplace issues ranging from employee productivity and job satisfaction to facilitating change at an organizational level. The goal of this course is to understand how industrial and organizational psychology is used to address workplace issues. This course is designed to provide you with an introduction to industrial and organizational psychology and its different facets. Topics that we will cover during the module are an overview of I/O psychology, leadership in organizations, leadership theories, personality theory, diversity in the workplace, sexual harassment in the workplace, performance evaluations, motivation at work, teams, job attitudes, work-life balance, training and selection, and workplace justice. *3 Units*

**Required Textbooks**

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Spector, P. E. (2011). *Industrial and organizational psychology: Research and practice* (6th ed.). Hoboken, NJ: Wiley.

**Optional Readings**

Cascio, W. F., & Aguinis, H. (2008). Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends. *Journal of Applied Psychology*, 93(5), 1062-1081.

Christiansen, N. D., & Tett, R. P. (2008). Toward a Better Understanding of the Role of Situations in Linking Personality, Work Behavior, and Job Performance. *Industrial and Organizational Psychology*, 1(3), 312–316.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C.O., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425–445.

**Please Note:** In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay expedited shipping.

### Student Learning Outcomes

The student who successfully completes this course will be able to . . .	Psy.D. Program Objectives*	SCS Goals*
1. Identify what I/O psychology is and in what contexts it is used.	2,4	2,4,5,6
2. Apply research methods used in I/O research	2,4	1,2,4,7
3. Understand job analysis and interpret the reliability and validity of job analysis information.	2,4	1,2,5
4. Evaluate the performance appraisal process and what methods are used to assess job performance.	1,2	2,4,5
5. Understand the employee selection process, including assessment methods and placement.	1,2,4	1,2,3,5,7
6. Determine appropriate methods to design, evaluate, and deliver training programs.	1,2,3,4	1,2,3,4,5
7. Understand and apply theories in leadership, teamwork, and employee motivation to a variety of settings.	1,2,4	1,3,4,5
8. Understand research on employee job attitudes, emotions and employee behavior and the implication in the work environment.	1,2,4	2,5
9. Identify organizational development and concepts associated with occupational health and safety.	1,2,4	1,2,5,7

\* *The program objectives and institutional objectives are published in the current Seminary Catalog.*

### Sequence of Instruction

Read the table like this, “At Session \_\_\_\_ on \_\_\_\_\_, the scheduled session content is \_\_\_\_\_, and the assignment *due before that session* is \_\_\_\_\_.”

Session	Date	Session Content	Assignment Due
1	11/03/15	<ul style="list-style-type: none"> <li>Introduction to I/O Psychology</li> </ul>	<p><b><i>This is the pre-session assignment due before your first class.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spector, P. E. (2011). <i>Industrial and organizational psychology: Research and practice</i> (6th ed.). Hoboken, NJ: Wiley. (ch. 1,2).</li> <li><input type="checkbox"/> Discussion Question 1: What is I/O psychology and how can psychology help you achieve your goals? (Due the Sunday BEFORE the first night of class, 11/1)</li> <li><input type="checkbox"/> Critical Journal 1</li> <li><input type="checkbox"/> Taylor Study Method (pretest and week 1)</li> </ul>

Session	Date	Session Content	Assignment Due
2	11/10/15	<ul style="list-style-type: none"> <li>• Jobs, Employees, and Performance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spector, P. E. (2011). Industrial and organizational psychology: Research and practice (6th ed.). Hoboken, NJ: Wiley. (ch. 3,4,5).</li> <li><input type="checkbox"/> Discussion Question 2: Why do you think some people feel anxious about performance appraisals? (Due Nov. 8)</li> <li><input type="checkbox"/> Critical Journal 2</li> <li><input type="checkbox"/> Taylor Study Method week 2</li> <li><input type="checkbox"/> Application Assignment #1: Search the o*net database, <a href="http://www.onetonline.org">www.onetonline.org</a>, for a job that you are interested in. Write a short 2-3 page paper on the knowledge, skills, abilities, and other characteristics necessary to perform the job of your choice. (Due Nov. 15)</li> </ul>
3	11/17/15	<ul style="list-style-type: none"> <li>• Employee Selection and Training</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spector, P. E. (2011). Industrial and organizational psychology: Research and practice (6th ed.). Hoboken, NJ: Wiley. (ch. 6,7).</li> <li><input type="checkbox"/> Discussion Question 3: Why is it important to administer and collect pre and post-tests when conducting a training? (Due 11/15)</li> <li><input type="checkbox"/> Critical Journal 3</li> <li><input type="checkbox"/> Taylor Study Method week 3</li> </ul>
	11/22	<ul style="list-style-type: none"> <li>• <b>Thanksgiving Outreach Event: Lakeside VFW Hall, 3pm-6pm</b></li> </ul>	

Session	Date	Session Content	Assignment Due
4	11/24/15	<ul style="list-style-type: none"> <li>• The Organization and Employee Part 1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spector, P. E. (2011). Industrial and organizational psychology: Research and practice (6th ed.). Hoboken, NJ: Wiley. (ch. 8,9).</li> <li><input type="checkbox"/> Discussion Question 4: Imagine that you were a manager at a restaurant. Pick a theory in motivation and describe how you could use it to understand the motivation of your employees. (Due 11/22)</li> <li><input type="checkbox"/> Critical Journal 4</li> <li><input type="checkbox"/> Taylor Study Method week 4</li> </ul>
5	12/1/15	<ul style="list-style-type: none"> <li>• The Organization and Employee Part 2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spector, P. E. (2011). Industrial and organizational psychology: Research and practice (6th ed.). Hoboken, NJ: Wiley. (ch. 10,11)</li> <li><input type="checkbox"/> Discussion Question 5: What are the differences between productive and counterproductive behaviors? What are some examples of each? (Due 11/29)</li> <li><input type="checkbox"/> Critical Journal 5</li> <li><input type="checkbox"/> Application Assignment 2 (see appendix A) Due 12/6</li> </ul>

Session	Date	Session Content	Assignment Due
6	12/08/15	<ul style="list-style-type: none"> <li>• Social Context of Work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spector, P. E. (2011). <i>Industrial and organizational psychology: Research and practice</i> (6th ed.). Hoboken, NJ: Wiley. (ch. 12,13,14).</li> <li><input type="checkbox"/> Critical Journal 6</li> <li><input type="checkbox"/> Discussion Question 6: What are your thoughts on leadership? Pick a theory in leadership and describe how it can be used by managers to influence their employees. Due 12/6</li> <li><input type="checkbox"/> Focus Paper: Write a 5-7 page paper on an I/O psychology topic of your choice. Due Tues. 12/13</li> <li><input type="checkbox"/> Taylor Study Method week 6</li> </ul>
7	12/15/15	<ul style="list-style-type: none"> <li>• Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion Question 7: Write a three paragraphs reflecting on your experience during the class and what you have learned about I/O psychology. Due 12/13</li> <li><input type="checkbox"/> Critical Journal 7</li> <li><input type="checkbox"/> Thanksgiving Leadership Evaluation Write-Up Due</li> <li><input type="checkbox"/> Taylor Study Method week 7 and posttest (score on post-test will be used for the final exam points).</li> </ul>

### Methods of Instruction

1. Interactive lectures and class discussion
2. Research outside of the classroom, in addition to assigned reading
3. Videos
4. Group projects, including community involvement
5. Taylor Study Method

### Course Requirements

All paper assignments will be turned in through Blackboard and will be processed through plagiarism software. See grading rubric appendix

1. Two Application Assignments will be described future in Blackboard (2 x 75, 150 points total) See appendix and Blackboard for details.
2. Taylor Study Method (100 points): Each student will receive full points for completing all the of the Taylor Study Method, including pre-test, lessons, and post-test. No points will be given for partial participation. Appendix B
3. Discussion Posts (25 x 7, 175 points total) Each student will post an initial post to the discussion board is due Sunday before the class and the students must respond to at least three other students by Tues. of the actual class lecture. Grading Rubric in Appendix C
4. Focus Paper (150 points) Each student will research one topic from I/O in general and research it further. The paper will be 5-7 content pages, follow APA format with a cover page and reference page, and include a short 5 min. presentation on the most important concepts. The presentation could be in person in class on the last night or through a YouTube, PPT, or other media presentation. More information will be given on the first night of class and posted in Blackboard in week 7.
5. Critical Journal (25 points each x 7 = 175 total) Each student will evaluate the experience and content of the live class through a critical journal. This should include information the professor shared that created more clarity or understanding, new ideas that were sparked in you from the lecture, a topic you either disagreed with or wish you understood more on, and any concepts that fit well with Scriptural principals or teachings. This is due Sun. midnight following the live class.
6. Final exam – 150 points. The student will take a post-test using the Taylor Study Method and the percentage earned will be transferred to account for the final exam, up to 100 points.
7. Thanksgiving Leadership Summary – 100 points. Each student will participate in the annual Thanksgiving Community Outreach (or alternative event) and study choose one leader to observe and evaluate. Each year SCS co-sponsors a community outreach event and serves over 300 people a thanksgiving dinner. There are several “leaders” facilitating this event including Dianna, Dr. Hayden, and others, each coming with a different leadership style. Through emails or other communication ahead of time and observation during the event, the student will identify the leadership style used, describe evidence for this, demonstrate effectiveness for the event, etc. More details will be given on the first night of class. Local student (online and on ground) should plan to participate in the Thanksgiving even on Nov. 22<sup>nd</sup>. If a person is not local or this is not possible, discuss alternatives with the professor.

### Student Evaluation

Discussions (7 at 25 points each).....	175
Assignments (2 at 75 points each).....	150
Taylor Study Method.....	100
Final Exam .....	150
Critical Journals 50x7.....	175
Focus paper.....	150
Thanksgiving Leadership Summary.....	100

Total Points

1000

**Grade Scale**

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

<b>Grade</b>	<b>Percent</b>	<b>Points</b>
A	95–100%	
A-	92–94%	
B+	89–91%	
B	86–88%	
B-	83–85%	

For post-graduate students, a grade lower than “B-” will be lowered to “F.”

**Other Helpful Information****Attendance Policy**

For MACP and PSYD Courses (42-hour module), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course. Missing the first night of class results in an administrative drop and you will need to petition through the register’s office to remain in the class.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor’s discretion. Attendance in the PsyD courses is essential and therefore the full reduction of 7% of the final grade will be taken if a student is absent from class. Discuss emergencies with the professor.

**Late Course Work Policy**

No late work will be accepted with a passing grade. Late work will be given 50% of the earned total points. Absences do not excuse you from your due dates for assignments.

### **Academic Integrity**

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

#### Offenses Against Academic Integrity

**Cheating.** Cheating is never tolerated at SCS.

**Plagiarism.** Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person.

Inadvertent plagiarism can occur when a student fails to properly cite original sources.

Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

**Aiding or Conspiring in the Commission of Plagiarism.** Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

**Multiple Submissions.** Multiple submissions occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

#### **Penalty Guidelines for Offenses Against Academic Integrity**

Upon determination by the appropriate dean that an offense against academic integrity has occurred, the dean, in conjunction with the professor, will penalize the student according to the following guidelines.

- When investigation reveals that the offense constitutes an inadvertent violation of academic integrity (the student acted ignorantly), the dean may issue a written warning, which will become a part of the student's record. Upon agreement of the dean and the professor, the student may be afforded the opportunity to correct the offense and resubmit the assignment for whole or partial credit.
- When investigation reveals that the offense constitutes an intentional breach of academic integrity the student will suffer the immediate penalty of the grade F (0%) on the

assignment, test, etc. Furthermore, the dean may impose additional discipline such as a failing grade in the course in which the offense occurred or recommendation of the student to the Academic Affairs Committee for suspension or expulsion.

- A repeated willful offense will result in the immediate penalty of a failing grade in the course in which the offense occurred. Furthermore, determination will be made concerning what further discipline is necessary, whether suspension, expulsion, or otherwise.
- SCS reserves the right to revoke a degree if it finds that plagiarism was committed to earn it.

### **Library**

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

## Appendix A

### Application Assignment #1:

Search the o\*net database, [www.onetonline.org](http://www.onetonline.org), for a job that you are interested in. Write a short 2-3 page paper on the knowledge, skills, abilities, and other characteristics necessary to perform the job of your choice. (Due week 3)

### Application Assignment #2:

Take a controversial topic in I/O and find a news article describing the situation. For example, an organization might use an assessment technique to discriminate or an article may report on a terrible manager and the impact he/she had on the employees. After you find the article, research what matched research from I/O and what went against proven methods/research. After describing the pros and cons within the scenario you are reporting on, share what could have been done differently to have a more positive outcome. Take flexibility to choose your topic based on your interest. More will be discussed in class. (Due week 5)

## Appendix B

### **Taylor Study Method**

The Taylor Study Method is an online, supplemental learning platform integrated with all PsyD courses. This program allows you to prepare for your later licensing exam with a strategic method of spaced-learning, using many other learning theories to help you retain the information in long-term memory. The domain of Lifespan Development will be paired with this course so that you have the opportunity to study the licensing exam material for this domain. We will be using some of the content and topics from the TSM material in our discussions of Biblical Integration throughout the course. You have instructions on how to login within Blackboard and you should receive an email reminding you of you ID and password. You are given full points for participation so make sure to complete all study sessions and take your post-test before the last night of class. You will not receive any points until every student session and the post-test are complete. If you have problems, it is your responsibility to report the problems to the professor to make sure you have access.

## Appendix C

### **Discussion Board Posts**

Will be listed in Blackboard each week.

#### Grading Rubric:

Excellent (90% to 100%): The student shows an excellent understanding of the discussion topic using peer reviewed articles or the assigned text to support arguments. The post adheres to the formatting guidelines in APA style. The student interacts extensively with peers and contributes to the quality of the interaction using constructive criticism, in-depth questions, or stimulating thoughts.

Good (80% to 89%): The student shows good understanding of the discussion topic using peer reviewed articles or the assigned text to support arguments. The post adheres to the formatting guidelines in APA style. The student interacts moderately with peers and contributes to the quality of the interaction using constructive criticism, in-depth questions, or stimulating thoughts.

Fair (70% to 79%): The student shows fair understanding of the discussion topic using peer reviewed articles or the assigned text to support arguments. The post adheres to the formatting guidelines in APA style with some grammatical or formatting errors. The student interacts little with peers and contributes somewhat to the quality of the interaction using constructive criticism, in-depth questions, or stimulating thoughts.

Poor (0% to 69%): The student shows poor or no understanding of the discussion topic and may or may not use peer reviewed articles or the text to support their arguments. The post does not adhere to the formatting guidelines in APA style or shows substantive errors in APA formatting and style. The student does not interact with peers or does not contribute to the quality of the interaction.