

**PSY 247 Industrial and Organizational (I/O) Psychology &  
BMG 210 Organizational Behavior**

January 23 – May 11, 2018

Tuesdays, 6:30 – 9:15 PM, Room E204

**Christopher Forando**

forando@comcast.net

860.367.1837

LinkedIn Profile:

[http://www.linkedin.com/profile/view?id=56206951&trk=tab\\_pro](http://www.linkedin.com/profile/view?id=56206951&trk=tab_pro)

***Introduction and Course Summary***

Welcome to Industrial/Organizational Psychology and Organizational Behavior. This course combines the theories and practical approaches of psychology to the world of contemporary organizations, or more simply – work. One way to better understand the scope of I/O psychology is to see it as a triplex of three different, though related, streams: industrial, organizational, and human factors. This course will provide an introduction to all three.

1. The first of these streams, **industrial** psychology, focuses on individuals, the personnel who make up the organization and the basic unit of production. Areas of attention include recruitment (acquisition), selection, job competencies and descriptions, assessment, training, orientation, evaluation, promotion, retention, and termination of employees. Essentially this aspect of I/O works to help organizations find and keep talented people.

2. The **organizational** stream of I/O blends research and theories of psychology, social psychology and organizational behavior to examine how individuals and groups act, interact, and adapt to their workplace environments. Areas of attention include motivation, attitudes, power, leadership, fairness, conflict, satisfaction, team dynamics, diversity, learning and development, change, and stress. This aspect of I/O assists organizations in creating work settings that support and challenge employees to continually learn and grow.

3. The **human factors** stream focuses on the work environment itself and how that environment can be structured to make the workplace safe and productive. Areas of attention include physical and emotional stress, work design, workplace violence, and human-machine interfaces. This stream studies the capacities and limitations of employees in their work settings and assists organizations in creating and redesigning work to fit those capacities and limitations.

This course will navigate each of these streams in turn, to provide learners an overview of the broad field that is I/O psychology. Learners will acquire and strengthen their skills as both scholars and practitioners as we blend scientific research with practical application to extend our knowledge of I/O and apply that knowledge to further our learning, inform science, and increase personal effectiveness and success.

**Required Text**

**TITLE: Introduction to Industrial/Organizational Psychology (6<sup>th</sup> edition)**

**AUTHOR:** Riggio

**EDITION:** 6th

**COPYRIGHT YEAR:** 2013

**ISBN:** 978-0-205-25499-6

*Note:* Additional required readings will be assigned and provided in class. The readings are the basis for much of the discussions and activities in class and are essential to your success this semester. It is very important that you keep up with the assigned readings.

**Commonly Used Internet Sites**

[www.siop.org](http://www.siop.org)

[www.online.onetcenter.org](http://www.online.onetcenter.org)

**Course Competencies**

The goals and objectives for the Industrial and Organizational Psychology course are integrated with the Three Rivers Community College's general education goals. After completing this course, the successful student will have the following knowledge and skills.

**Critical Thinking:** Utilize critical thinking skills to analyze theories and research data pertaining to industrial and organizational psychology

- Develop an understanding of how psychological theories apply to business and industry
- Develop the ability to analyze and evaluate workplace behavior
- Develop the ability to assess the utility of theories of social influence and motivation

**Information Literacy:** Assess what information is needed to answer questions as well as evaluate the quality of information

- Demonstrate the skill of identifying information needed to answer questions pertaining to workplace psychology
- Evaluate information sources for a specified purpose
- Develop an ability to use theory and research to support possible solutions to organizational problems

**Communication:** Understand and express ideas about industrial and organizational psychology through reading and writing

- Demonstrate the ability to comprehend and interpret written passages
- Demonstrate the ability to write clearly
- Discuss contemporary issues related to industrial psychology and describe how these issues affect workers, organizations or societies

**Systematic Inquiry:** Understand social science research methods used in industrial and organizational psychology

- Develop an understanding of industrial and organizational psychology as both a scientific discipline and an area of professional practice
- Identify different research methods used in industrial and organizational psychology
- Develop an understanding of how the empirical research in industrial and organizational psychology can be applied to help solve problems

### **My Expectations of Learners**

This course is based on teaching, learning, and communication. Each of us has a responsibility to contribute to the learning of others through critical dialogue, and integrative and collaborative learning. Learners will be expected to manage their own academic progress with support and guidance from faculty. To acquire knowledge and build skills, learners in this course will be expected to:

- Read and be familiar with the course syllabus
- Stay current with assignments and readings
- Ask for clarifications about material, learning, or expectations
- Analyze readings and offer thoughtful interpretations
- Be respectful of diverse perspectives
- Attend all classes and participate in discussions

### **Digication**

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

**Course Syllabus - Outline****\* Readings are to be completed prior to the class for which they are listed**

Unit	Date	Topic	Readings*
1	Jan 23	Introduction to I/O: Origins, education, and careers	Chapter 1
2	Jan 30	Research Methods Job Analysis Employee Recruitment & Selection	Chapter 2 Chapter 3 Chapter 4
3	Feb 6	Methods of Assessment Evaluating Employee Performance	Chapter 5 Chapter 6
4	Feb 13	Take-at-home <b>Exam 1 (Chapters 1-6)</b>	
5	Feb 20	Employee Learning and Development	Chapter 7
6	Feb 27	Employee Motivation Employee Attitudes & Behaviors	Chapter 8 Chapter 9
7	Mar 6	Workplace Stress & Negative Behaviors	Chapter 10
8	Mar 13	<b>No Class; Spring Recess</b> Read Organizational Communication	Chapter 11
9	Mar 20	Group Dynamics & Processes	Chapter 12
10	Mar 27	<b>Exam Two (Chapters 7 – 12)</b>	
11	Apr 3	Leadership Influence, Power, & Politics	Chapter 13 Chapter 14
12	Apr 10	Organizational Structure & Development	Chapter 15
13	Apr 17	Personal Branding and Workplace Influence	
14	Apr 24	TBD	
15	May 1	<b>Exam Three (Chapters 13-15)</b>	
16	May 8	<b>Group Presentations</b>	

### Course Grading

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work, clearly document the sources of the material you use from others, and act at all times with honor.

<i>Activity</i>	<i>Points</i>	<b>Final Course Grades</b>	
Class Participation	100	<b>A</b>	<b>94+%</b>
Exams (3)	300	<b>A-</b>	<b>90-93%</b>
Group Project	100	<b>B+</b>	<b>87-89%</b>
Leadership Analysis	50	<b>B</b>	<b>84-86%</b>
Resume	25	<b>B-</b>	<b>80-83%</b>
Job Description	25	<b>C+</b>	<b>77-79%</b>
		<b>C</b>	<b>74-76%</b>
		<b>C-</b>	<b>70-73%</b>
<b>Total</b>	<b>600</b>	<b>D</b>	<b>60-69%</b>
		<b>F</b>	<b>&gt;60%</b>

**Participation:** Participation involves coming to class prepared, being engaged in class exercises, discussions, and lectures, completing homework assignments, and being attentive to others and observant of your interactions and behaviors as well as those of your classmates. Attendance and punctuality are paramount.

**Submission:** All work is expected to be submitted on time. Late assignments will receive a 10% reduction for each week it is late. No assignments will be accepted after 2 weeks.

**Quality:** All work must be typed. 12 point font, Calibri, Times New Roman, or Rockwell. No hand written work will be accepted. None. Nada. Zero. Zilch.

**Exams:** Each exam will consist of multiple choice and short answer questions. Exams will be given at the start of class.