

<b>COURSE TITLE BLACKBOARD SITE</b>	Industrial Psychology PSY 3313 Fall 2012 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 2157
<b>INSTRUCTOR</b>	Dr. James T. Kilgore Adjunct Faculty, Undergraduate Management Programs, College of Management E-mail address: <a href="mailto:jamestk901@hotmail.com">jamestk901@hotmail.com</a> (24hr response time unless notified otherwise) Online: Mondays 7:00am-9:00am (unless notified otherwise) We can set up an appointment to chat online, talk on the phone, or meet on campus at any point. Please don't hesitate to email me for an appointment.
<b>SCHEDULE</b>	August 29 – December 21, 2012  Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.
<b>LEVEL/HOURS PREREQUISITE</b>	3 semester credit hours Advance Standing
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	Industrial/Organizational Psychology 7edition by Michael G. Aamodt  Available for online purchase through LTU Bookstore at: <a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a>
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>
<b>TECHNICAL SUPPORT</b>	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> . Send the Help Desk a form detailing any issues by clicking here <a href="http://tinyurl.com/3yqrvne">http://tinyurl.com/3yqrvne</a> .

Please note, the narrated lectures contained in each module, were developed by an instructor other than myself, they parallel the book readings, and the students are responsible viewing and reviewing them.

## COURSE SCHEDULE FOR TRADITIONAL SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Aug 29 – Sep 2	Module 0	Overview of textbook Online Learning Orientation Course Orientation	Course orientation Instructor conversation Student Introductions
Week of Sep 3 – Sep 9	Module 1 (note: more than one module may be scheduled in a week)	Chapter 1 - <i>Introduction to I/O Psychology</i>	Narrated PowerPoint Lecture Discussion Board Reflective Essay-1 Quiz-1
Week of Sep 10 – Sep 16	Module 2	Chapter 2 - <i>Job Analysis &amp; Evaluation</i>	Narrated PowerPoint Lecture Discussion Board <b>Applied Case Study-1: National Board of Medical Examiners</b>  Quiz-2
Week of Sep 17 – Sep 23	Module 3	Chapter 3 - <i>Legal Issues in Employee Selection</i>	Narrated PowerPoint Lecture Discussion Board Reflective Essay-2 Quiz -3
Week of Sep 24 – Sep 30	Module 4	Chapter 4 - <i>Employee Selection: Recruiting &amp; Interviewing</i>	Narrated PowerPoint Lecture Discussion Board <b>Applied Case Study-2: Recruitment at the Bogata Hotel Casino &amp; Spa</b> Quiz -4

Dates	Modules	Topics / Readings	Assignments Due
Week of Oct 1 – Oct 7	Module 5	Chapter 5 - <i>Employee Selection: References &amp; Testing</i>  <b>1<sup>st</sup> Half of Chapter 5</b>	Narrated PowerPoint Lecture <b>Discussion Board-</b>  <b>Reflective Essay-3</b>  <b>Quiz-5</b>
Week of Oct 8 – Oct 14	Module 6	Chapter 5 - <i>Employee Selection: References &amp; Testing</i>  <b>2<sup>nd</sup> Half of Chapter 5</b>	Narrated PowerPoint Lecture <b>Discussion Board</b> <b>Reflective Essay-4</b>  <b>Quiz -6</b>
Week of Oct 15 – Oct 21	Module 7	Chapter 7 – <i>Evaluating Employee Performance</i>	Narrated PowerPoint Lecture Discussion Board <b>Reflective Essay-5</b> <b>Quiz-7</b>
Week of Oct 22 – Oct 28	Module 8	Chapter 8 – <i>Designing &amp; Evaluating Training Systems</i>	Narrated PowerPoint Lecture Discussion Board <b>Applied Case Study-3: Training at Pal's Sudden Service</b>  Quiz-8
Week of Oct 29 – Nov 4	Module 9	Chapter 9 – <i>Employee Motivation</i>	Narrated PowerPoint Lecture Discussion Board Reflective Essay-6 Quiz -9
Week of Nov 5 – Nov 11	Module 10	Chapter 10 – <i>Employee Satisfaction &amp; Commitment</i>	Narrated PowerPoint Lecture Discussion Board <b>Applied Case Study-4 Reducing Turnover at Bubba Gump Shrimp Co.</b> <b>Quiz-10</b>

Dates	Modules	Topics / Readings	Assignments Due
Week of Nov 12 – Nov 18	Module 11	Chapter 11 – <i>Organizational Communication</i>	Narrated PowerPoint Lecture Discussion Board Reflective Essay-7 Quiz-11
Week of Nov 19 – Nov 25	Module 12	Chapter 12 – <i>Leadership</i>  <i>Light Week – Thanksgiving Break</i>	Discussion Board <b>Applied Case Study-5 Developing Leaders at Claim Jumper Restaurants</b> Quiz-12
Week of Nov 26 – Dec 2	Module 13	Chapter 13 – <i>Group Behavior, Teams &amp; Conflict</i>	Narrated PowerPoint Lecture Discussion Board Quiz-13
Week of Dec 3 – Dec 9	Module 14	Chapter 14 – <i>Organizational Development</i>	Narrated PowerPoint Lecture <b>Discussion Board Work on your Research Presentation</b> <b>Quiz-14</b>
Week of Dec 10 – Dec 16	Module 15	Chapter 15 – <i>Stress Management: Dealing with the Demands of Life &amp; Work</i>	Narrated PowerPoint Lecture <b>No Reflection Essay – or – Discussion Board</b>  <b>Work on your Research Presentation</b>  Quiz-15
Week of Dec 17 – Dec 21		<b>Team Research Project</b>	<b>Research Projects Due</b>

### STUDENT EVALUATION

The course has assignments totaling 1010 points. Letter grades are awarded based on the total number of points achieved, based on a weighted average.

Assignments		Points
Discussion Board (14 modules@20 Points Each)	16.7%	280
Applied Case Study(5 total@ 20points Each)	16.7%	100
Reflective Essays (7 total@20 Points Each)	16.7%	140
Quizzes (15 total@30 Points Each)	25%	450
Team Research Project	25%	100
Total Points	100%	1010

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

### EDUCATIONAL GOALS

- This course will provide you with an introduction to the study of human behavior at work. More specifically, this is a course that examines the science, methods and practice of Industrial Psychology.
- You will be exposed to the ways in which psychological principles are used to describe, understand and predict how individuals and groups behave in organizations and how this knowledge can be applied to enhance the effectiveness of the workplace.
- The goals of this course will be achieved through three (3) learning activities:
  1. *Building the Foundation* – Reviewing the major content areas of the field of Industrial/Organizational Psychology.
  2. *Research in Action* – Discussing current research articles and how they contribute to the major content areas of the field.
  3. *Practice* – Applying theories or principles from the major content areas of the field to address practical work situations through the course paper (i.e., literature review) and class readings.

## STUDENT LEARNING OBJECTIVES / OUTCOMES

By the end of the semester you should be able to:

- Describe the field of Industrial/Organizational Psychology and the types of work I/O psychologists perform.
- Explain various methods of research and the situations in which they are appropriate.
- Make recommendations as to how managers should apply various motivational theories in the workplace to increase employee productivity.
- Compare and contrast the various theories of job satisfaction.
- Compare and contrast various theories of leadership.
- Discuss group processes.
- Describe the elements of organizational structure.
- Discuss the influence of culture on organizational outcomes.

These objectives will be evaluated via assignments, discussion forums, quizzes, research and other methods throughout the course.

## PREREQUISITE SKILLS

A prerequisite for this course is completion of Introductory Psychology unless otherwise obtaining permission from Psychology Department Head, Dr. Matt Cole, PhD.

## INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

**Self-Assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

**Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Publisher Web Site** – A publisher web site at <http://www.cengage.com/wadsworth> includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

## CLASS POLICIES AND EXPECTATIONS

*I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:*

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me to store your email address in my directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance. **(Late assignments will not be accepted).**

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums, so that your colleagues may learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I strongly encourage your participation in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

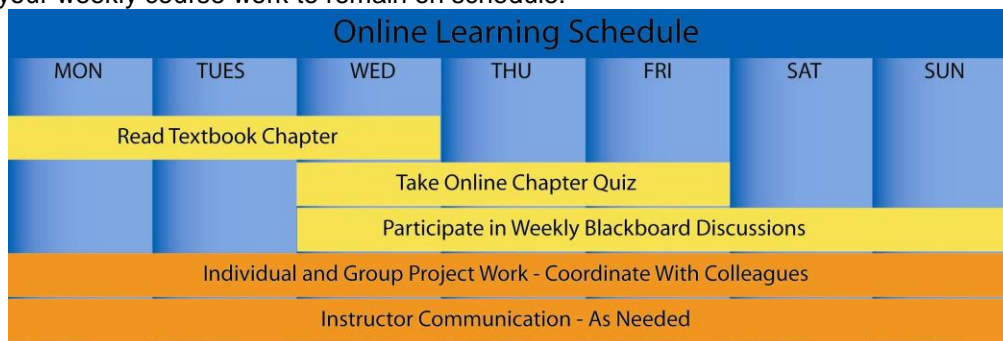
## **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.

- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:



## ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

## QUIZZES 13 @30 Points Each – Total 390

- All quizzes are open book and will be 20 multiple choice questions randomly selected
  - PLEASE NOTE: There are some problems with the interface between the test bank and Blackboard. Occasionally Blackboard will mark a question incorrect when it is correct.**
- Procedure:**
- Copy the question/s and answer/s into an email to me.
  - List the page in the textbook that justifies your selected answer.
  - I will email you back my decision and add the points to your grade.
- All material covered in the chapter, discussion forums, lecture slides and additional readings may be included on the quiz.



- Quizzes will be delivered via the university Blackboard course management shell for this course.
- Students are given **only one (1)** opportunity to take the quiz.
- Once the quiz has begun, it must be completed in its entirety.
- You will have 60 minutes to take the test.
- Students are strongly urged to read the text thoroughly before sitting for the quiz. If you do not, the allotted time will not be enough for successful completion.

Each weekly quiz will be available from Monday morning (9:00am) until Sunday night (11:55pm) E.T. You must submit your completed quiz by Sunday night 11:55pm.

You must complete the quiz in the allocated time.

### **DISCUSSION BOARD - 14 @ 20 Points Each – Total 280 Points**

Discussion board participation is required and extremely important in this class. Participation points will be broken down as follows:

#### Questions

- By **Monday of each week** you are required to create at least one original reply to the discussion topic and respond to at least two of your classmates for each discussion.
- Discussion Question are posted each Monday and valued at **(20) points** each.

Points will be awarded based on the number of posts and for quality of the responses. In order to receive credit, your posts need to be well thought out, make a valid contribution/argument and be respectful.

#### Postings are rated as follows:

High – **20 Points** - Original thoughts not already contained in the threaded discussion.

Agreement/disagreement with other postings and including a strong reason why you are taking this position

Fair - **4 Points** - Some original thoughts/some repeat of what has already been listed in the threaded discussion.

Weak – **1 Point** - I agree/disagree with no reason/explanation.

**Zero (0) Points** – No points will be given for responses that repeat textbook information.

### **REFLECTION ESSAY – 7 @ 20 Points Each – Total 140 Points**

- Reflective essays should be based on a topic covered in the current chapter.
- They should include a **brief** explanation of the topic you are writing about, and the remainder of the paper will include your personal thoughts, opinions and/or experience.
  - 1/4 of the paper is the explanation
  - 3/4 of the paper is your personal thoughts, opinions and/or experience.
- The essay could include information you read in a book, magazine, newspaper, or heard on TV. You should always make a citation when quoting someone else.

- The paper is **one (1) page, doubled spaced and 12 point font in essay format.**

**The purpose of reflection essays:**

1. Reflection essays are a way for you to develop your own ideas and thoughts on topics we have read about and discussed. This helps build your critical thinking skills.
2. Writing on a weekly basis will help you improve your writing skills.
3. Reflection essays may serve as a basis for discussions and your research paper.

**APPLIED CASE STUDIES OR FOCUS ON ETHICS – 5 @ 20 Points Each – Total 100**

- Each chapter contains an applied case study along with a series of questions that focus on the concepts presented in the related chapter. **Simply copying responses from the chapter is not acceptable.** Your response should clearly demonstrate an understanding of the concepts contained in the chapter through the use of practical, real world examples. A three page write-up is required for each case, and should be done in a professionally prepared manner. The purpose of case studies is to reinforce the learning process. All
- The paper is a **3 page, doubled spaced and 12 point font in essay format.**

The purpose of case study essays is to develop your own ideas and thoughts on the business topics presented. This will help to build your critical thinking skills. All case studies are due Monday of each week by 11:59pm unless otherwise stated.

**This assignment is an individual effort.**

**TEAM RESEARCH PROJECT – 1 @ 100 Points Total**

Research and working as a team are some of the most important aspects of I/O Psychology.

- At the start of the semester you will select who you would like to work with on this project.
- As a team, you are required to choose one topic from Organizational Psychology.
- Once you have selected your topic, select a minimum of **two (2)** peer reviewed **scientifically researched** articles that relate to the topic you have chosen relating to Organizational Psychology.
- You can do this through the library system at LTU using a database such as *psycinfo*, Emerald, the internet and/or research journals.
- **NOTE: If you want help finding research related to your topic, the library staff is available to help you with your search.**
- Try to choose research articles that hold interest for you and your group and adds value to the workplace.
- Try to choose recently written articles (since 1990). This is not a requirement, but preferred.
- Do not choose articles based on length. Often short articles are the most difficult to find enough information to write about.

After you have the two (2) articles, summarize them. Your paper should include:

- Background – Why the author(s) conducted the study
  - Hypothesis-What is the author trying to prove
  - Participants
  - What did they do – the type of research method used
  - What did they find – the results
  - How could this be applied to the working world?
  - Your reactions to the research
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- The paper is to be written in **APA format**. There are examples of APA formatting on Blackboard under “Course Documents”. Further information on APA formatting is available on the internet through Purdue University’s website: [owl.english.purdue.edu](http://owl.english.purdue.edu)
  - You will also be creating a PowerPoint presentation.
  - You will then narrate the presentation through Wimba.

**NOTE: All research paper collaboration must be documented through your team assigned discussion board on Wimba.** On this site you can meet as a group through audio, discussion board or email. All audio must be “archived”. This is necessary for participation documentation.

**NOTE: The instructor will not get involved in team disputes. Should your team fail to work together, each team member will be required to complete this assignment individually.**

#### **SYLLABUS ADDENDA**

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.

Undergraduates: Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list. More information is available at <http://www.ltu.edu/leadership>.