



OEHS 6830 Topics Industrial and Organizational Psychology

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Required Materials:

Spector, P. E. (2021). *Industrial and organizational psychology: Research and practice*. John Wiley & Sons.

Course Description

OEHS 6840 will introduce you to the subdiscipline of industrial/organizational psychology, which is psychological science applied to the workplace. I-O psychologists “help develop strategies that build better organizations” and “contribute to an organization’s success by improving the performance and well-being of its people” ([Society for Industrial and Organizational Psychology](#), n.d.). I-O psychology is divided into a number of content areas. This course provides an overview of industrial (personnel) psychology with a focus on the major topics that include methodology, employee selection, performance appraisal, organizational attitudes and behavior, motivation, and leadership. Organizational psychology will focus on the application of psychological principles to group and organizational levels of analysis, with emphasis on work teams and business organizations and topics that include group dynamics, teams and empowerment, organizational culture and diversity, and organization development and change. All the while, we will work within the context of the scientist-practitioner model; that is, our discussions will be centered on content that is both grounded in scientific inquiry and practically relevant to organizational processes.

Course Outcomes:

- Analyze the history and development of I/O psychology.
- Evaluate the techniques for personnel selection and their effectiveness across organizational settings.
- Distinguish current performance management systems and how they function within organizations.
- Connect the importance of organizational attitudes and their relationship to performance/behavior in organizations.
- Construct a working knowledge of different work motivation strategies (e.g. development of employee engagement).
- Summarize what makes an effective leader in organizations and understand how to incorporate good leader behaviors in various settings.
- Foster an understanding and appreciation for how psychological science shapes our

- understanding of human behavior, cognition, and emotion in work settings.
- Demonstrate familiarity with the fundamental principles, theories, and research methods of I-O psychology.
- Recognize, understand, and respect the complexity of diversity and the issues that diversity presents for organizations.
- To develop a basic understanding of the theories and concepts of management and organizational psychology.
- Demonstrate the ability to apply psychological theory and concepts to organizational problems.
- Develop the basic interpersonal, analytical, critical-thinking, teamwork and decision-making skills required of managers.

Assignments:

Final score out of a possible 500 points
 Discussion Leader (50 points)
 Discussion Participation (50 points)
 Comprehensive Midterm Exam – (100 Points)
 Applied Paper Project – (200 Points)
 Topic Choice – (10 points)
 Reading List – (10 points)
 Outline – (10 points)
 Draft – (20 points)
 Peer Review – (50 points)
 Final Paper Submission – (100 Points)
 Comprehensive Final Exam – (100 Points)

Class meetings will involve a seminar format in which various issues relating to course topics and readings will be raised and discussed. As part of the seminar format, there are a few key requirements that accompany this approach:

- (1) As a student, you must read each of the assigned articles and chapters prior to the start of class time
- (2) You must develop 2-4 thought provoking questions about the material that naturally emerge from your reading experience
- (3) Those who are assigned to be discussion leaders must prepare additional discussion points/ questions that help the class begin discussing the idea.

Discussion leaders must prepare a 10 to 15 minute overview summary of the chapters and articles for the day's discussion. They must also prepare a minimum of 10-15 discussion questions to help ensure a strong class discussion. Discussion leaders initiate the discussion after they complete their summary, and work to maintain thought provoking discussion throughout the class period. However, ALL STUDENTS are responsible to come prepared to discuss and to share their thoughts, ideas, and prepared questions. Discussion leaders are to submit their summary slides and discussion questions by the end of the day Monday before the Wednesday session. Discussion participants are to submit their

questions by end of day Tuesday before the Wednesday session. These elements are how the grades for these two requirements are assessed and earned.

Comprehensive Midterm and Final examinations will be comprised of short answer and essay questions. Short answer questions should be able to be answered with no more than a paragraph whereas essay questions may require up to 5 pages, double-spaced, 12 point font, to adequately respond. Both midterm and final are take-home exams and they are open book and open note, but not open “neighbor” (i.e. another person).

The Applied Paper Project will occur in stages over the course of the semester and most details will be shared during class sessions each week. The purpose of the project is to propose either an applied solution to an IOP related problem within a given population OR a research project to test the relationships between some exposure/outcome and/or an intervention to reduce an IOP related outcome/problem. Tasks for the project are spread out over the course of the semester so as to ensure the final product is sufficient for potential implementation or publication. Deadlines are noted in the timeline table.

Grading Policy (Evaluation Methods & Criteria)

Grading criteria for this course as follows:

- 100% - 92% A
- 92% - 90% A-
- 90% - 88% B+
- 88% - 82% B
- 82% - 80% B-
- 80% - 78% C+
- 78% - 72% C
- 72% - 70% C-
- Below 70% D

Course Schedule:

Week/Topic	Readings	Paper Project	Discussion Leader
Week 1: IOP Introduction	<i>Chapter 1</i> <i>Zickar, M. J., & Gibby, R. E. (2020). Four persistent themes throughout the history of IO psychology in the United States. In Historical perspectives in industrial and organizational psychology (pp. 42-62). Routledge.</i>		Dr. Allen
Week 2: Research Methods in IOP	<i>Chapter 2</i> <i>Casper, W. J., Eby, L. T., Bordeaux, C., Lockwood, A., & Lambert, D. (2007). A review of research methods in IO/OB work-family research. Journal of applied psychology, 92(1), 28.</i>		Dr. Allen
Week 3: Job Analysis	<i>Chapter 3</i>		

	<i>Sanchez, J. I., & Levine, E. L. (2012). The rise and fall of job analysis and the future of work analysis. Annual review of psychology, 63, 397-425.</i>		
Week 4: Performance Appraisal	Chapter 4 <i>DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress?. Journal of applied psychology, 102(3), 421.</i>	Topic Choice Due	
Week 5: Assessment Methods for Selection AND Selecting Employees	Chapters 5 and 6 <i>Sekiguchi, T. (2007). A contingency perspective of the importance of PJ fit and PO fit in employee selection. Journal of managerial psychology, 22(2), 118-131.</i> <i>Thornton III, G. C., & Gibbons, A. M. (2009). Validity of assessment centers for personnel selection. Human Resource Management Review, 19(3), 169-187.</i>		
Week 6: Training	Chapter 7 <i>Armstrong, M. B., & Landers, R. N. (2018). Gamification of employee training and development. International Journal of Training and Development, 22(2), 162-169.</i>	Reading List Due	
Week 7: Midterm Exam		Midterm Exam Due	NA
Week 8: Employee Motivation	Chapter 8 <i>Landis, B., Fisher, C. M., & Menges, J. I. (2022). How employees react to unsolicited and solicited advice in the workplace: Implications for using advice, learning, and performance. Journal of Applied Psychology, 107(3), 408.</i>		
Week 9: Job Attitudes and Emotions	Chapter 9 <i>Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L. (2017). Job attitudes, job satisfaction, and job affect: A century of continuity and of change. Journal of applied psychology, 102(3), 356.</i>	Outline Due	
Week 10: Productive and Counterproductive Employee Behavior	Chapter 10 <i>Allen, J. A., Yoerger, M. A., Lehmann-Willenbrock, N., & Jones, J. (2015). Would you please stop that!? The relationship between counterproductive meeting behaviors, employee voice, and trust. Journal of Management Development, 34(10), 1272-1287.</i>		
Week 11: Work Groups and Work Teams	Chapter 12 <i>Kozlowski, S. W. (2018). Enhancing the effectiveness of work groups and teams: A reflection. Perspectives on Psychological Science, 13(2), 205-212.</i>	Draft Due	

Week 12: Leadership and Power in Organizations	Chapter 13 <i>Hollander, E. P., & Offermann, L. R. (1990). Power and leadership in organizations: Relationships in transition. American psychologist, 45(2), 179.</i>		
Week 13: Organizational Climate/Culture	Chapter 14 <i>Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. Annual review of psychology, 64, 361-388.</i>	Peer Review Due	
Week 14: Applied Paper Project		Applied Paper Project Due	NA
Week 15: Final Exam		Final Exam Due	NA

Finals Week:

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
 - ***If in-class attendance is a necessary component of the course for pedagogical reasons (e.g., laboratories, studios, or artistic training), state it explicitly.***

Use this standard language: “Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate

2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort,

call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>

- 3. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
- 4. *Academic Misconduct Statement.*** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>