Instructor: Clair Kueny, Ph.D.
Time & Location: Thursday 4:00-6:30 pm; HSS 105
Phone: 573-341-4732
E-mail: kuenyc@mst.edu
Office Hours: HSS 106; Mon. & Thurs. 2-3:30 pm, & by appointment

Required Readings
- MST online: Call # HF5548.8 online

- MST online: Call # HF5548.8 .A684 online
- Link: http://laurel.lso.missouri.edu/record=b10542897&searchscope=5

Additional articles and readings provided on Canvas.

- See also https://owl.english.purdue.edu/owl/section/2/10/

Course Description & Learning Objectives
Industrial/Organizational Psychology is the scientific study of human affect, cognition, and behavior within work and organizational settings. This class will cover topics such as training and development, performance management and appraisal, teams, leadership, individual differences, motivation, organizational culture, and organizational development. Classes will be structured around theoretical and applied research in each topic area, and each topic area was chosen to provide students with an understanding of the breadth of I/O Psychology as well as an understanding of the different areas students can focus their future careers. Students will be expected to practically and theoretically apply what they learn in class through reflections, class discussions, and a final paper.

After completing this course, students will:
- Develop a broader, and deeper understanding of I/O Psychology as a field
- Practically apply theoretical arguments and research findings from the literature
- Synthesize topic areas towards development of a more holistic approach to the field
- Develop the skills to critically assess research articles and findings
Note: As the instructor, I have the right to make changes to the course structure & content at any time.

Course Structure & Content
Weekly Discussion Questions
Each week, students will be expected to post on the appropriate Canvas discussion board a discussion question to pose to the rest of the class. The discussion questions can be clarification questions (particularly for the instructor’s sake to know if there is any confusion from the readings), but should go beyond that to also include questions that will push critical thinking. For example, you might ask how to apply a particular concept in the workplace, or to compare/contrast two constructs with each other, or how a particular theory applies, etc.

Then each week, students need to pick *two* peers’ questions to comment on. The responses back should be at least a paragraph, but can be as long as necessary. You should pick different peers’ questions each week.

Discussion questions are due 24 hours before class (4:00 pm CT, Wednesdays). Responses to peer questions are due by Saturday at 11:59 pm CT after the respective course. Questions and comments won’t start until the 4th week of class. The first discussion questions are due Wed, 9/12 at 4:00 pm, and the first peer comments are due Sat, 9/15 at 11:59 pm.

*Note, you will not need to turn in weekly discussion questions/responses during either the Job Analysis or Training weeks (see Additional Assignments below).*

Class Facilitation
Class sessions will be discussion- and lecture-based in which assigned readings will be discussed and critiqued. To facilitate these discussions, different students will be assigned to assist with the class each week. **Students will participate in 2 class facilitations total.** Students will get to pick which two weeks they would like to facilitate, on a first come-first serve basis. Multiple students will facilitate each week, and those students who picked the same week should treat this as a small group project and work together.

These facilitations should include a class activity related to the topic of the week. Additionally, students should incorporate at least one new article related to the topic and provide a summary of the article to the class. Students should plan to have well prepared materials, suggestions include: power points, discussion questions, class activities, and any other supplemental materials. All presentation materials must be submitted to me for approval at least 24 hours in advance of the class period in which they are to be presented. These materials will then be posted on Canvas by class time so that everyone may access them.
Distance students may need to prepare their materials and coordinate with their peers ahead of time if they are unable to present the material during the assigned class period.

*Note, on the weeks a student facilitates, they will not need to participate in weekly DQs.*

**Term Paper**

Students are expected to complete a short term paper for this course. The term paper will consist of a literature review, and synthesis of theory and research findings for a given topic (chosen by the student) as well as specific propositions for future research based on gaps of research identified in the literature (see example on Canvas).

To help guide you with the term paper, a proposal will be due earlier in the semester (see schedule). This proposal should be 2 pages and should include references (HINT: treat it like the introduction for your final paper). The proposal should briefly describe the main construct(s), and the major theories surrounding the construct(s) in the literature. **This proposal will be due by class on 10/11.**

**IF YOU CHOOSE:** To help you pick a topic, you may schedule a 30 min meeting with me to discuss options. I recommend that you come to that meeting with main constructs/concepts chosen. Then we can discuss direction, breadth, and appropriateness. **Meetings will need to be scheduled and occur by 9/21 at 5 pm** to give enough time to take the direction settled on in the meeting and get together the proposal.

**Additional Assignments:**

**Job Analysis Assignment:** For the job analysis week, students will be expected to attempt their own job-analysis. Use a job different than your own or one you’ve recently held (e.g., pick a parent’s/spouse’s/friend’s job). The end product should be documentation of the steps you took to conduct the analysis, the outcome of your analyses, and a final job description. **Write-ups will be due by class on 9/27.** Students should be prepared to come to class to discuss their analysis/experience – but a formal presentation is not required.

**Training & Development Assignment:** For the training and development week, students will be expected to interview someone in a training capacity or related area. You will contact and meet with representatives from an organization of your choice. You can complete your interview at any time; however the **writes-up will be due by and presented in class on 11/1.** Again, a formal presentation is not required – instead come prepared to actively discuss your experience.
Grading

Weekly DQs (including responses) 70 pts
Class Facilitations (60 pts/class) 120 pts
Paper proposal 30 pts
Final Paper 120 pts
Job Analysis Assignment 30 pts
Training & Development Assignment 30 pts
Active participation 50 pts

Grading scale:
A  90% - 100%  (≥ 405 pts)
B  80% - 89.9% (360 – 404.9 pts)
C  70% - 79.9%  (315 – 359.9 pts)
F  < 70%  (< 315 pts)

Course Policies

Attendance & Participation

Live students: Full attendance to each class session is required. Since class only meets once a week, it is crucial that you can attend each class for the full time. Absences are only excused if you are absent for a religious holiday, a funeral, or a medically-related emergency. In the case of the religious and funeral-related absences, you will need to notify me ahead of time. In the case of a medical emergency, I will need some form of record confirming the emergency occurred the next time you attend class. Please feel free to come to me if you have any questions or concerns about this policy or a potential absence. Active participation in class is also important and is factored into the course grade. It is expected that you will contribute to class discussions and actively participate in any in-class activities.

Distance students: If you are able to login to class each week – that would be great! But it is not required. If you are unable to attend class, please make sure you watch the course lectures to see the discussion that occurred. Then, after viewing the lecture, make sure to post your thoughts about the in-class discussion on the appropriate Weekly Class Discussion board on Canvas (note, this is separate from weekly discussion question posts). If you are able to login during class time and participate in live-time, then you do not need to worry about posting thoughts on the Weekly Class Discussion forum.

For weeks with facilitations/presentations, if you are unable to login to class, use the Voicethread options on Canvas to create your presentations. We will then either play them in class or send out to students for viewing outside of class.
Late Assignments
Late assignments will not be accepted. All late assignments will receive a score of 0. In the case of extreme circumstances, feel free to talk to me separately. Assignments include weekly DQs and responses, class facilitation materials, the job analysis assignment, the training development assignment, the term paper proposal, and the final paper itself.

Student Conduct & Academic Honesty
From the Missouri S&T Student Academic Regulations (2014): “A student enrolling in the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution and voluntarily enters into a community of high achieving scholars. Consequently, students assume new privileges along with new responsibilities in accordance with the University’s mission and expectations.” See academic regulations for more information on appropriate and unacceptable student actions (http://academicsupport.mst.edu/academicintegrity/studentresources-ai).

Additionally, find more information about appropriate conduct as laid out by the Missouri S&T student council and student honor code: http://stuco.mst.edu/honor-code/.

Part of the student code of conduct is to maintain academic honesty. Academic dishonesty including plagiarism, cheating, and sabotage in any form will not be tolerated. Violations of the academic honesty policy will result in an automatic 0 on the assignment (see http://registrar.mst.edu/academicregs/index.html for official wording of S&T’s policy). Repeated violations will result in an F in the course as well as possible administrative action.

Instructor Expectations and Requirements
I will respond to course e-mails within 24 hours on weekdays and within 48 hours on the weekend, unless otherwise noted. I will not take meetings on weekends unless under special circumstances.

I will provide timely feedback on all assignments. Specifically, I will try to have all feedback on assignments returned to students within a week of being submitted – unless otherwise noted.

Additional University Policies
Disability Support Services
Accessibility and Accommodations: It is the university’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please contact Disability Support Services at (573) 341-6655, dss@mst.edu, or visit http://dss.mst.edu/ for information, or go to mineraccess.mst.edu to initiate the accommodation process.
“If you have a documented disability and anticipate needing accommodations in this course, you are strongly encouraged to meet with me early in the semester. You will need to request that the Disability Services staff send a letter to me verifying your disability and specifying the accommodation you will need before I can arrange your accommodation.”

Emergency Egress Route
Please familiarize yourself with the emergency egress route for your classroom: http://designconstruction.mst.edu/floorplan/.

Title IX
Missouri University of Science and Technology is committed to the safety and well-being of all members of its community. US Federal Law Title IX states that no member of the university community shall, on the basis of sex, be excluded from participation in, or be denied benefits of, or be subjected to discrimination under any education program or activity. Furthermore, in accordance with Title IX guidelines from the US Office of Civil Rights, Missouri S&T requires that all faculty and staff members report, to the Missouri S&T Title IX Coordinator, any notice of sexual harassment, abuse, and/or violence (including personal relational abuse, relational/domestic violence, and stalking) disclosed through communication including but not limited to direct conversation, email, social media, classroom papers and homework exercises.

Missouri S&T’s Title IX Coordinator is interim chief diversity officer Neil Outar. Contact him (naoutar@mst.edu; (573) 341-6038; Temporary Facility A-1200 N. Pine Street) to report Title IX violations. To learn more about Title IX resources and reporting options (confidential and non-confidential) available to Missouri S&T students, staff, and faculty, please visit http://titleix.mst.edu.

LEAD Learning Assistance
If you wish to increase your understanding, improve your skills, and validate your mastery of concepts and content, then please check out the Learning Enhancement Across Disciplines Program (LEAD) which sponsors free learning assistance across a variety of courses. Please see more at http://lead.mst.edu or you can contact the LEAD office at 341-7276 or lead@mst.edu.

The Burns & McDonnell Student Success Center
The Student Success Center is a centralized location designed as a campus wide initiative to foster a sense of responsibility and self-directedness to all S&T students by providing peer mentors, caring staff, and approachable faculty and administrators who are student centered and supportive of student success. Visit the B&MSSC at 198 Toomey Hall; 573-341-7596; success@mst.edu; facebook: www.facebook.com/SandTsssc; web: http://studentsuccess.mst.edu.
Course Schedule

*I have the right to make changes to this schedule as needed throughout the semester.*

<table>
<thead>
<tr>
<th>Week: Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment/Notes</th>
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<tbody>
<tr>
<td>Week 1: 8/23</td>
<td>Syllabus/Introductions History &amp; Foundation of I/O Psychology</td>
<td>APA Vol. 1 Chp. 1 HOP Vol. 12 Chp. 1</td>
<td>Introductions Instructor Lecture</td>
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<tr>
<td>Week 2: 8/30</td>
<td>GIOP Event – I/O Networking</td>
<td>Networking in place of class</td>
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<td>Week 3: 9/6</td>
<td>Methodology in I/O Psychology</td>
<td>APA Vol. 1 Chps. 2 &amp; 4 HOP Vol. 12 Chp. 3</td>
<td>Instructor Lecture Library Liaison</td>
</tr>
<tr>
<td>Week 6: 9/27</td>
<td>Job Analysis</td>
<td>APA Vol. 2 Chp. 1 HOP Vol. 12 Chp. 4 Peterson et al., 2001</td>
<td>Job-analysis write-up &amp; discussion</td>
</tr>
<tr>
<td>Week 7: 10/4</td>
<td>Employee Performance</td>
<td>Campbell &amp; Wiernik, 2015 Griffin et al., 2007 APA Vol. 2 Chp 9 Reynolds et al., 2015</td>
<td>Instructor Lecture/Student facilitation</td>
</tr>
<tr>
<td>Week 8: 10/11</td>
<td>Selection</td>
<td>HOP Vol. 12 Chp. 6 APA Vol. 2 Chp 15 Donovan et al., 2014</td>
<td>Instructor Lecture/Student facilitation Paper Proposal Due</td>
</tr>
<tr>
<td>Week 9: 10/18</td>
<td>Job Attitudes</td>
<td>APA Vol. 3 Chp. 4 Bakker &amp; Demerouti, 2008 Shanock &amp; Eisenberger, 2006 Ng, 2015</td>
<td>Instructor Lecture/Student facilitation</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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| 11/1   | Training & Development | Salas et al., 2012  
HOP Vol. 12 Chp. 10  
APA Vol. 2 Chp. 17  
Blume et al., 2009 | Instructor Lecture  
*Interview write-up & discussion* |
| 11/8   | Groups & Teams       | Marks et al., 2001  
Hollenbeck et al., 2012 | Instructor Lecture/  
Student facilitation |
| 11/15  | Leadership          | Judge & Piccolo, 2004  
Den Hartog, 2015  
Ehrhart, 2012 | Instructor Lecture/  
Student facilitation |
| 11/18-11/24 | Break:  
Happy Thanksgiving!! | | |
Lipshitz et al., 2002  
Tucker & Edmondson, 2003 | Instructor Lecture/  
Student facilitation |
| 12/4   | No Class            | | Term Paper Due  
(11:59 pm 12/8) |
| 12/11  | No Class            | | All Commitments  
Complete |