

PSYC*4330, Course Outline: Fall 2016

General Information

Course Title: Advanced Topics in Industrial/Organizational Psychology

Course Description:

“Advanced topics” in I/O psychology can mean many different things depending on the perspective of the instructor, and the year the course is taught. In this iteration of the course, we will be covering a variety of timely and influential areas within modern I/O practice (e.g., technology in the workplace, what constitutes “work performance”?). Each topic was chosen to serve at least one of two purposes: First, to give students the opportunity to explore recent workplace trends (and the role that I/O research can play in helping organizations navigate them); second, to draw students’ attention to the challenges of conducting organizationally-relevant I/O research. Students will be assessed on their ability to critically read, integrate, and apply this research from a dual researcher-practitioner standpoint.

Credit Weight: 0.5 credit(s)

Academic Department (or campus): Psychology

Semester Offering: F16

Class Schedule and Location: Tuesday & Thursday @ 8:30am-10:30am, [Mackinnon Building](#) (MCKN), Room 116

Instructor Information

Instructor Name: Scott A. Cassidy, M.A.

Instructor Email: cassidys@uoguelph.ca

Office location and office hours: Monday @ 1:00pm-2:00pm, [Blackwood Hall](#) (BWH), Room 111

GTA Information

GTA Name: TBA

GTA Email: TBA

GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes:

By the end of this course, students should be able to:

1. Demonstrate and apply a working knowledge of selected issues in I/O psychology, as well as current research theories and empirical work on them.
2. Understand and appreciate how I/O research is conducted and disseminated.
3. Critically read and evaluate I/O research papers.
4. Discuss I/O research in a way that facilitates new ideas and critical thinking.
5. Apply research and concepts learned in class to novel research questions.
6. Demonstrate written communication skills - the ability to express ideas in a clear, concise, and professional manner.
7. Demonstrate effective oral communication skills - the ability to present professionally, actively listen, and facilitate discussion.
8. Work with other students in a collaborative and respectful manner.
9. Manage time effectively, and ensure personal organization.
10. Demonstrate academic- and intellectual integrity.

Lecture Content:

Due to the size of the class, we will split into two sections to better facilitate small group discussions; one section will meet on Tuesdays (TU), and the other will meet on Thursdays (TR). I will announce how the class will be split during our first seminar (Thursday, September 8th), and post this information onto the course's CourseLink webpage.

Students are expected to attend every class in the section that they are assigned to. The "class time" time for which students are not assigned to attend lectures is expected to be used for independent study, completing course readings and assignments, or working with one's case study group (see "Methods of Assessment" below).

My role as an instructor at our lectures is twofold; first, my role is provide background information and some context around the topics assigned for the class (this background lecture will comprise approximately the first half of each class). Please note that this lecture is meant to serve as a "refresher" on the topic, and provide context for later discussion - it should not be considered a substitute for the more comprehensive content knowledge that students are expected to already have from completing either of the prerequisite courses (i.e., *PSYC*3070* or *PSYC*3080*).

Following this, my second role is to structure the assigned readings in a way that helps to guide critical discussion on the assigned topics and their underlying themes (this discussion will comprise the second half of each class). This portion of the class is based on active learning, and my role is not to provide you with the "correct" answers. Instead, we will use the class sessions to facilitate interactive learning in which we learn from each other. During the discussion, I expect you to participate in the active learning activities, ask anything you do not understand, or comment on anything that you are interested in.

**Topics and Lecture Schedule:
Tuesday (TU) Section**

Week	Date(s)	Topic(s) Covered	Assignment(s) Due
1	September 8 (TR)	Course Overview	
2*	September 13 (TU)	Changing Trends in Industry: A Glance at Large	
3*	September 20 (TU)	Building Innovation in Organizations	
4*	September 27 (TU)	Job Crafting: What is Deviance?	Research Proposal: Brief (September 30)
5*	October 4 (TU)	Team Coordination and Shared Mental Models	
N/A	October 11 (TU)	<u>No classes today</u> ; class rescheduled to Monday, December 1 st	
6*	October 18 (TU)	The Virtual Workplace and Virtual Teams	
7*	October 25 (TU)	Technology and Employee Selection	
8	November 1 (TU)	Case Study Presentations	Case Study Presentations (November 1)
9	November 8 (TU)	Case Study Presentations	Case Study Presentations (November 8) Case Study Group Paper (November 10)
10*	November 15 (TU)	Knowledge Translation and the Research-Practice Gap	
11*	November 22 (TU)	Selling Research: The Leadership Industry	Research Proposal: Final (November 25)
12*	December 1 (MO)	Statistical Issues and Controversies in I-O Psychology	

* Denotes a “*topic week*” for which students may submit burning questions

Thursday (TR) Section

Week	Date(s)	Topic(s) Covered	Assignment(s) Due
1	September 8 (TR)	Course Overview	
2*	September 15 (TR)	Changing Trends in Industry: A Glance at Large	
3*	September 22 (TR)	Building Innovation in Organizations	
4*	September 29 (TR)	Job Crafting: What is Deviance?	Research Proposal: Brief (September 30)
5*	October 6 (TR)	Team Coordination and Shared Mental Models	
6*	October 13 (TR)	The Virtual Workplace and Virtual Teams	
7*	October 20 (TR)	Technology and Employee Selection	
8	October 27 (TR)	Case Study Presentations	Case Study Presentations (October 27)
9	November 3 (TR)	Case Study Presentations	Case Study Presentations (November 3)
10*	November 10 (TR)	Knowledge Translation and the Research-Practice Gap	Case Study Group Paper (November 10)
11*	November 17 (TR)	Selling Research: The Leadership Industry	
12*	November 24 (TR)	Statistical Issues and Controversies in I-O Psychology	Research Proposal: Final (November 25)

* Denotes a “*topic week*” for which students may submit burning questions

Methods of Assessment:

Classroom Participation (10% of final grade)

Students will receive a participation grade for contributing actively and meaningfully to weekly discussions. At a minimum, I expect all students to attend each class (except in the case of emergencies), and to come prepared and willing to discuss the assigned readings. To receive full participation marks, however, students should go beyond this and display both critical thinking and an active engagement in the material during discussions.

Burning Questions (15% of final grade)

One of the goals of this course is to engage in deeper discussion on the themes that are most interesting, important, and possibly confusing for students. To help facilitate this form of learning, students will submit a series of “burning questions” for 6 of the 12 weeks; each set of burning questions should comprise 3-4 questions (and/or short commentaries). Each set of questions should not exceed a page in length. Students may submit burning questions for any

“topic week” (i.e., weeks with assigned readings, rather than consulting case presentation classes, or the course overview week)

Good burning questions demonstrate students’ ability to engage in critical thinking, draw connections with other topics, or generate novel ideas. These questions will provide the stimulus for discussion in class of the material. Questions can include reactions, thoughts, research ideas, concerns, or criticisms pertaining to one or all of the readings. Please avoid simple summaries of the material, personal opinions, or general critiques, however. Instead, be constructive and focus on what we have learned from the article(s), what ideas can be developed, or how the research may be improved upon or applied more broadly. To receive full marks on this section, students should demonstrate insight and critical reflection on the themes and issues raised in the readings, and apply this insight to either I/O research or I/O practice.

Consulting “Case Study”: Group Oral Presentation (15% of final grade)

Students will be select one of several “case studies” to work on (presented at the beginning of the semester); each of these will be based on the topics covered in the course. Students will work together in groups of 3-4 people to prepare a 30-minute presentation that goes over the selected case, their review of the relevant I/O literature, and a practitioner proposal for addressing the issues raised in the case. The presentation should include: 1) an overview of the case itself, 2) a discussion of major issues within the topic area, 3) an exploration of relevant research, and 4) a proposal for applying that research to the case and solving the issue(s) presented. There will be a maximum number of groups that are allowed to present on each case, and cases will be offered to groups on a “first come, first served” basis.

The goal of the presentation is to develop teamwork and presentation skills, as well as provide students with an opportunity to explore how I/O research is applied in a practical context. A high-quality presentation should demonstrate a critical understanding of the issue, a thorough review and understanding of the relevant research, and a well-thought out and innovative approach to solving the case.

Consulting “Case Study”: Group Written Proposal (20% of final grade)

Along with the consulting case proposal, student teams will be required to submit a written proposal on the case they selected, their literature review, and their method for addressing the case. This paper will be due by 11:59pm on November 10th (after all groups have presented orally). This paper should not exceed eight double-spaced pages (excluding a cover page, references, and any appendices), and should be written in full-sentence APA style (i.e., 1” margins, 12-point Times New Roman Font).

In many ways, your written proposal should convey the same information as your oral presentation. The paper should include the following sections: An executive summary of no more than half a page (like an abstract, this should briefly go over the case, theory, and proposed solution), overview of the case itself, review of the relevant literature, proposed

solution, a conclusions section detailing any limitations and further considerations, and references.

Research Proposal: Brief Review and Outline (10% of final grade)

Students will select one topic within the domain of I/O psychology that is of personal or professional interest to them (this may be, but does not have to be, one of the topics taught in the course). At the end of the semester, students will submit a final APA-style research proposal paper on this topic (described in detail below). Before this, however, students will submit an APA-style literature review and outline that details the topic they chose, their hypotheses, and a series of 8-10 relevant research papers that demonstrate support for their topic and idea. This proposal should not exceed three double-spaced pages (excluding a cover page, references, and any appendices), and should be written in full-sentence APA style (i.e., 1" margins, 12-point Times New Roman Font).

The goal of the research paper is to develop academic written communication skills, as well as allow students to develop their knowledge and further explore an area in I/O psychology that is of personal interest to them. The proposal further serves as an opportunity for students to receive guidance on the feasibility of this topic, as well as practice taking and implementing academic feedback and revising their research accordingly.

To receive full marks, proposals should go beyond a basic a summary of the topic; rather, they should convey original thought, integrate various research theories and findings, and present a coherent and well-thought through argument or hypothesis.

Research Proposal: Final Proposal Paper (30% of final grade)

Students will be required to write a final research paper on a topic of their choice within the domain of I/O psychology. This paper should not exceed ten double-spaced pages (excluding a cover page, references, and any appendices), and should also be written in full-sentence APA style (i.e., 1" margins, 12-point Times New Roman Font).

The purpose of the paper is to develop academic written communication skills, as well as allow students to develop their knowledge and further explore an area in I/O psychology that is of personal interest to them. The paper will be marked in two parts: 1) a proposal submitted part-way through the semester (see above), and 2) a final revised paper that is written after receiving feedback on the proposal (outlined here).

To receive full marks, final research proposals should go beyond a basic a summary of your topic; rather, they should convey original thoughts about a specific topic. I want each student to take one idea or problem from a reading and "run with it" by either suggesting a new direction for either theory (e.g., present an original hypothesis and how to test it) or applied research (e.g., how to implement and test an intervention). All papers should be well structured, well

written, demonstrate a thorough review of the relevant literature, and critical thinking on the topic.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Classroom Participation	Assessed throughout the semester	10%	3, 4, 5, 7, & 8
Burning Questions (x6)	Assessed throughout the semester	15% (3%/week x 5 weeks)	1, 2, 3, 4, 5, & 6
Case Study: Presentation	November 1 st – November 8 th	15%	1, 2, 3, 4, 5, 7, 8, 9, & 10
Case Study: Written Paper	November 10 th	20%	1, 2, 3, 4, 5, 6, 8, 9, & 10
Research Proposal: Outline	September 30 th	10%	1, 2, 3, 4, 5, 6, 9, & 10
Research Paper: Final	November 25 th	30%	1, 2, 3, 4, 5, 6, 9, & 10

Additional Notes (if Required):

Given time restrictions, students' marks of the final research proposal paper may not be delivered until the final grade submission.

Final Examination Date and Time:

There is no final exam for this course.

Course Resources

Required Text:

There is no required text for this course; all assigned readings will be posted on CourseLink prior to the start of class.

Other Resources:

CourseLink:

Assignments will be submitted via the CourseLink Dropbox. It is the student's responsibility to ensure that all assignments are submitted correctly. Please double check that you have done this correctly. Late submission penalties will apply in the case on incorrectly-submitted assignments.

Course Policies

Grading Policies

All assignments are to be submitted by 11:59pm on the assigned date using CourseLink Dropbox. Assignments submitted in any other way (e.g., email submissions to the instructor or teaching assistants) will not be accepted. Marks will be docked for exceeding the page limit on all major written assignments (5% per page), as well as for late submissions (10% per day, including weekends); or the purposes of course policy, “major written assignments” include: the written case study group paper, the outline of the research proposal, and the final research proposal. For burning questions, late submissions will not be accepted, and will result in a mark of zero.

To receive full grades, outline and final versions of the research proposal, as well as the written case study group paper, must be submitted by 11:59pm via Courselink on the date specified. For burning questions, each set of questions must be submitted by 11:59pm the day before the corresponding class. Although students are to submit burning questions for 6 different classes of their choice, only the best 5 of these will be counted towards each students’ final grades (at a rate of 3% for each of the 5 sets); the lowest-marked set of burning questions will be discounted.

Please note that these policies are binding unless academic consideration is given to an individual student.

Course Policy regarding the use of Electronic Devices and Recording of Lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Course Policy regarding Email Communication:

I prefer that students come to my office hours to ask questions. I will answer emails during office hours, because this is the time allocated for helping out with questions and clarification. Otherwise, I will do my best to answer emails within 48 hours of receiving the email.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, ID#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Drop date

The last date to drop one-semester courses, without academic penalty, is November 4th, 2016.
For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)