##  Psychology 455: Advanced Topics in Industrial/Organizational Psychology

## Fall 2021

## Instructor:

J. Kevin Ford Office Hours:

315 Psychology Building Tuesday 11:00 - 12:00 or by appt.

Fordjk@msu.edu

## Course Description

Psychology 455 is designed to provide an in-depth perspective to the field of Industrial and Organizational Psychology and the use of psychological research techniques applied to human resource problems in organizations. In particular, the emphasis for this class is on organizational learning and workplace training and development. The course focuses on the issues relevant to interventions used to enhance learning in organizations and the methods and techniques used to facilitate organizational change. The strengths and limitations of applied research methods used to study learning and organizational change in work organizations is also highlighted. The course is intended to provide both a conceptual and a practical orientation to the field. Consequently, many of the sessions for the class will take a group discussion/seminar approach to examining important concepts in the field while other sessions will involve more practical issues on how organizational researchers and consultants facilitate learning and change in work organizations.

## Prerequisite

Prerequisites include Psychology 255 and Psychology 295 and completion of Tier I writing requirement.

## Why an Advanced Course in I/O Psychology

Most of us will spend a large proportion of our time in work organizations as adults. By understanding how organizations operate, you can become better at determining what type of company you might want to work for and what issues you should really explore before taking a job after your educational experiences here at MSU. Once in a job, you can have a broader understanding of how workplaces operate. On a personal note, I was an undergraduate once in search of a major – after taking a course in I/O Psychology, it became clear to me what direction I wanted to pursue – so this course may also be a career builder for some of you as it was for me!

## Course Objectives:

* To examine core topics in industrial/organizational psychology in light of current trends in society and changes in the workplace
* To apply psychological principles to understand and address individual, team, and organizational effectiveness
* To enhance analytical skills in critically evaluating research and practice in I/O psychology
* To develop skills in how to apply research-based principles and evidence based best practices in the development of a training and development program
* To enhance skills as a writer in the discipline through a variety of writing tasks and feedback (Tier II writing course)

## Teaching Perspective

My teaching perspective is that courses should be interesting, challenging, and even a little bit fun! The course has been developed with these aims in mind. I believe that one of my primary roles as instructor is to stimulate thinking about work organizations through communicating important information and ideas that help you to think for yourself. Therefore, this is not a course for rote memorization of concepts. It focuses on the identification, analysis, and integration of concepts relevant to understanding behavior in work organizations.

## Lectures and Course Structure

This class is considered by the University as a “hybrid” class. The majority of class on Tuesday will be in person while the majority of classes on Thursday will be synchronous. There is at present, one day where the lecture will be asynchronous. Of course, we will be flexible as to modality as the semester progresses given changes mandated by the University. Please see the final section on “Course Topics” for a detailed listing of the course modalities by date.

As noted in the FAQ University page ( FAQ page at <https://msu.edu/together-we-will/faqs/>) “Students who want or need to take all of their classes online must choose classes that are offered as online courses. Faculty are not obligated or expected to change course modalities to suit individual student’s needs or preferences”. Therefore, I will not be recording my lectures or placing recordings on D2L. Supplemental material and abbreviated powerpoint lecture notes will be made available on D2L.

## Readings and Course Structure

The text for the course is:

Ford, J.K. (2021). Learning in Organizations. Routledge Publishing.

Other reading assignments by date and full references for readings are at the end of this syllabus and accessible through D2L. You are expected to read the material and any assigned activities prior to class and to be ready to actively discuss the material. Written homework assignments will be given the first part of the course requiring the integration of the assigned readings and/or the write-up of case studies. Three examinations will be given that consist of short answer and multiple-choice questions. In addition, a training project is required. More information about the training project will be given in class - the project instructions are provided on D2l.

## Course Evaluation

The course provides a broad-based background and hands on experience with work-related organizational change and learning issues. It focuses on integration of concepts, original thinking, and demonstrated ability to apply concepts and frameworks. Course grade is based on a variety of measures of knowledge gained and performance during class

 Points

a. Written Assignments & Reflections 60

b. Examination # 1 100

c. Examination # 2 100

d. Examination # 3 100

e. Learning Project 140

Total Points 500

Any assigned papers are due at the beginning of class. Late papers will be docked .5 grade for every12 hours that the paper is not submitted. It is your responsibility to be timely. If you are not feeling well and cannot come to class, please email the paper to me by the beginning of the day’s class. There will be three written paper assignments – your two top scores will be counted. There are multiple means of assessment in the course that provide you with the chance to demonstrate your capabilities. Therefore, there are no extra credit opportunities.

The grading scale for the class is as follows:

92 – 100% 4.0

87 – 91% 3.5

80 – 86% 3.0

74 – 79% 2.5

68 – 73% 2.0

60 – 67% 1.0

Below 60% 0.0

## Policies

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide (http://www.vps.msu.edu/SpLife/index.htm) and/or the MSU Web site: http://www.msu.edu.) Specific to this course, a penalty grade of 0 points is given on any assignment where an individual claims or submits work of another as one’s own (including plagiarism of whole or part of another’s work), completes or attempts to complete in-class work for someone not in attendance, or in any way misrepresents one’s completion of assignments or in-class work.

Self-Isolating: Students who need to quarantine themselves, have been sick with COVID-19 symptoms, or tested positive for COVID-19, should follow CDC guidance to self-isolate or stay home. Please inform me that you are self-isolating so that accommodations can be made so that individuals are not disadvantaged in the class.

Accommodations: If you have a disability that will require accommodations, please see me within the first week of class to privately discuss your needs. If you will miss class or an assignment because of a religious observance, please let me know in advance. The University is currently requiring the wearing of masks indoors. The RCPD office oversees making accommodations for students (and faculty), thus the student must have an official waiver form from RCPD to be given permission not to wear a mask to class.

Emergency Procedures. Please take time the first day of class to familiarize yourself with the classroom surroundings and multiple exits from the building. Think through your own plans for handling various emergencies that might arise during class. If an emergency occurs that would require class cancellation, I will send a notification via an email through D2L

Limits to confidentiality: Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU Counseling Center.

## Meet the Instructor/Facilitator for the Class

I became interested in I/O Psychology as an undergraduate by taking a class such as the one you are in now. Therefore, I am excited to share the richness of our field. My major research interests involve improving workplace training and organizational effectiveness. I have published over 100 articles, chapters and books and have been a consultant with many private and public sector organizations on training, leadership, and organizational change issues. My BS in psychology is from the University of Maryland and my MA and Ph.D. is in psychology from The Ohio State University. Further information about Kevin and his research and consulting activities can be found at <https://psychology.msu.edu/directory/ford-kevin.html>

## Course Topics, Readings, Assignments and Examinations

NOTE: Schedule may change (e.g.,, change to on line testing) as conditions dictate

Sept 02 Thinking about Organizations (in person)

Sept 07 Thinking about Organizations Part II (in person)

 Morgan 2006 - Chapter 2

 Assignment 1 due: Organism metaphor

Sept 09 External Environmental Forces - (synchronous)

Cascio, W.F. & Montealegre, R. (2016). How technology is changing work and organizations. Annual Review of Organizational Psychology and Organizational Behavior, ,ONLY pages 349-361 and Table 4

<https://www.ted.com/talks/alison_sander_megatrends_5_tips_on_the_art_and_science_of_trend_tracking#t-735771>

September 14 Factors affecting organizational effectiveness - Case Example (in person)

September 16 Mission and Strategy (Synchronous)

Foster-Fishman & Ford, J.K. Improving service delivery and effectiveness

Ferndale Case

Assignment 2 Due: Learning Organization

September 21 Organizational Culture (in person)

Hamel, G. & Zanini, M. (2018). The end of bureaucracy. Harvard Business Review

September 23 Leadership Issues (NOTE: Asynchronous)

Bass, B.M., Avolio, B.J., et al (2003). Predicting unit performance by assessing transformational and transactional leadership. Journal of Applied Psychology, 88, 207.

September 28 Alternative Work Arrangements (in person)

Spreitzer, GM, Cameron, L & Garrett, L (2017). Alternative work arrangements: Two Images of the New World of Work. *Annual Review of Organizational Psychology and Organizational Behavior, 473-499.*

Assignment 3 Due: Alternative Work

September 30 Learning Organizations (synchronous)

Ford, J.K. (2021). Learning in Organizations. Chapter 11 (pages 298-313)

October 05 Exam 1 (in person)

October 07 Introduction to Learning and Training Project (synchronous)

 Ford (2021) Chapter 1

October 12 Learning Defined (in person)

 Ford (2021) Chapter 2

October 14 Training project - needs assessment (synchronous)

 Ford (2021) Chapter 3

October 19 Training Design (in person)

Ford (2021) Chapter 4

October 21 Training project - training objectives (synchronous)

October 26 BREAK

October 28 Training project - training design (synchronous)

November 02 Training Transfer (in person)

Ford (2021) Chapter 5

November 04 Training project - training design and transfer (synchronous)

 Preparation for Exam

Nov 09 Exam 2 (in person)

Nov 11 Training project - methods (synchronous)

 Ford (2021) Chapter 7

Nov 16 Building Individual Capabilities (in person)

Ford (2021) Chapter 8

Nov 18 Training project - onboarding and accelerating learning (synchronous)

Nov 23 Team Development (synchronous)

Ford (2021) Chapter 9

Nov 25 Thanksgiving - No Class

Nov 30 Leadership Development (in person)

Case: Carter Racing

Dec 02 Leadership Development (synchronous)

 Ford (2021) Chapter 10

Dec 07 Exam 3 (in person)

Dec 09 Open

## **FINAL PAPER: Due No Later than Tuesday December 14 by 11:59 PM**