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

## Spring 2022

## Instructor:

J. Kevin Ford Office Hours:

315 Psychology Building Tuesday 11:40 - 12:10 or by appt.

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## 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!

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 can be found at <https://psychology.msu.edu/directory/ford-kevin.html>

## 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.

## Readings and Course Structure

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. 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. Short paper written Assignments 60

b. Examination # 1 100

c. Examination # 2 100

d. Examination # 3 100

e. Training 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.

## Course Topics, Readings, Assignments and Examinations

NOTE: Schedule may change as conditions dictate

Jan 11 Introduction to I/O Psychology and Forces Impacting Organizational Effectiveness

Jan 13 Thinking about Organizations

Jan 18 Thinking about Organizations Part II

Morgan - Chapter

Assignment 1 due: Organism metaphor

Jan 20 External Environmental Forces

Montealegre, R., & Cascio, W. F. (2017). Technology-driven changes in work and employment. *Communications of the ACM*, *60*(12), 60-67.

Jan 25 Mission and Strategy

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

Ferndale Case

Assignment 2 Due: Learning Organization

Jan 27 Organizational Culture

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

Feb 01 Leadership Issues

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

Feb 03 Alternative Work Arrangements

Ashford, S. J., Caza, B. B., & Reid, E. M. (2018). From surviving to thriving in the gig economy: A research agenda for individuals in the new world of work. Research in Organizational Behavior, 38, 23-1 (ONLY need to read from page 23 to page 28).

Assignment 3 Due: Alternative Work

Feb 08 Improving Organizational Learning

Feb 10 Exam 1

Feb 15 Introduction to Learning and Training Project

Donovan, J., & Benko, C. (2016, October). AT&Ts talent overhaul: Can the firm really retrain hundreds of thousands of employees? Harvard Business Review, 69-73.

Feb 17 Learning Defined

Moon, B., Hoffman, R., & Ziebell, D. (2009). How did you do that? Electric Perspectives, 34, 20-29

Shulman, L. Making differences: A table of learning. Change: The Magazine of Higher Learning.

Feb 22 Training project - needs assessment

Goldstein & Ford, chapter 3 (only pages 59-67)

Feb 24 Designing a Learning Plan

Merrill, M. D. (2002). First principles of instruction. Educational technology research and development, 50(3), 43-59.

Feb 29 Training project - training objectives

March 01 Learning Motivation and Preparedness

Mesmer-Magnus, J., & Viswesvaran, C. (2010). The role of pre-training interventions in learning: A meta-analysis and integrative review. Human Resource Management Review, 20(4), 261-282 (ONLY Read pages 261-266).

March 03 Training project - Sequencing objectives for training design

March 8 & 10 Spring Break

March 15 Learning Principles

March 17 Training Transfer: Interventions to Enhance Transfer

Yelon, S., Ford, J.K., Anderson, W. (2014). Twelve tips for increasing transfer of training from faculty development programs. Medical Teacher, 36, 945-950.

March 22 Exam 2

March 24 Training Project - Training Design and Transfer

March 29 Informal Learning

Sonnentag, S., & Kleine, B. M. (2000). Deliberate practice at work: A study with insurance agents. Journal of Occupational and Organizational Psychology, 73(1), 87-102.

March 31 Training Project - Training Methods

Latham, G. P., & Saari, L. M. (1979). Application of social-learning theory to training supervisors through behavioral modeling. Journal of applied Psychology, 64(3), 239.

April 05 Team Development

April 07 Training project - onboarding and accelerating learning

Klein, H., Polin, B., & Sutton, K. (2015). Specific onboarding practices for the socialization of new employees. International Journal of Selection and Assessment, 23, 263-283.

April 12 Leadership Development

Carter Racing Case

April 14 Leadership Development

Courtright, S., Colbert, A. & Choi, D. ((2014). Fired up or burned out? How developmental challenge differentially impacts leader behavior. Journal of Applied Psychology, 99, 681-696.

April 19 Internal and External Consulting and Ethics

April 21 Process Consultation

**April 24** **Training Project Due 11:59PM**

April 26 Review

April 28 Exam 3