**Psychology 455**

# Advanced Topics in Industrial and Organizational Psychology

# Fall 2020

Dr. J. Kevin Ford Office Hours:

315 Psychology Building

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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 change 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 a theoretical 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 395 and completion of Tier I writing requirement.

**Why an Advanced Course on Industrial and Organizational 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!

In addition, the course has been developed around the consultant role in work organizations. A key consultant role is one of helping the client system deal with whatever issues, problems, and challenges that the organization faces. The ability to build and maintain a helping relationship is applicable across a large variety of human situations beyond work. Developing effective helping relationships is thus a personal skill that one can develop and enhance. A key objective of this class is to help you to see how to improve your own abilities in building helping relationships with others.

**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 and helping behaviors 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 learning system
* 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 Assignments:** The majority of the classes will be synchronous with some classes being asynchronous. The readings include chapters from the course textbook. Other required readings and links are placed on 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 requiring the integration of the assigned readings and/or the write-up of case studies. Two examinations will be given that consist of short answer and/or essay questions. In addition, a training project is required. More information about the training project will be given in class and in a separate handout.

## Readings: The text for the course is:

Schein, E. (2008). Helping: How to offer, give, and receive help. Berrett-Koehler.

Reading assignments by date and full references for readings are at the end of this syllabus. If a link does not work on D2L, you should access the reading through free library database resources by looking up the reference. If there are problems, you can contact me for a copy of the reading. That is, there is no excuse for not doing a reading.

**Course Evaluation**: The course provides a broad-based background and hands on experience with work-related organizational change and learning issues. This is not a course for rote memorization of concepts. 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. Assignments & Reflections 20% 80

b. Examination # 1 25% 100

c. Examination # 2 25% 100

d. Learning Project 30% 120

Total Points 400

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 can not come to class, please email the paper to me by the beginning of the day’s class. There will be five paper assignments – your lowest score will be dropped. There are no extra credit opportunities. There are multiple means of assessment in the course that provide you with the chance to demonstrate your capabilities

Each examination will be short answer and essay. You will be asked to apply your knowledge to cases as well as apply concepts that you have learned.

The Training project will require you to develop a training program for a new hire to a real job. See D2l for a handout on how to complete this project.

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](https://urldefense.com/v3/__https%3A/www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html__;!!HXCxUKc!hWFloo7Yo3H2_7T7DQrN9D11rFGH7xhSvNMSPFZU5nrZ68unr_CVCoxTwMe1mMg$), or tested positive for COVID-19, should follow CDC guidance to[self-isolate or stay home](https://urldefense.com/v3/__https%3A/www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine-isolation.html__;!!HXCxUKc!hWFloo7Yo3H2_7T7DQrN9D11rFGH7xhSvNMSPFZU5nrZ68unr_CVCoxTcy8lTWA$).  Please inform me that you are self-isolating so that accommodations can be made so that individuals are not disadvantaged in the class. Lectures will be on-line for access.

*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.

*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 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.

**Faculty Bio**

Kevin Ford is a professor of psychology at Michigan State University. His major research interests involve improving workplace training and organizational effectiveness. He has published over 50 articles and chapters. He is a coauthor on the 4th edition of the textbook “Training in Organizations” and coauthor with Dr. Joel Cutcher-Gershenfeld of the book “Valuable disconnects in organizational learning systems: Integrating bold visions and harsh realities”. He is an active consultant with private industry and the public sector on training, leadership, and organizational change issues. . He is a Fellow of the American Psychological Association and the Society of Industrial and Organizational Psychology. He received his BS in psychology from the University of Maryland and his MA and Ph.D. in psychology from The Ohio State University. Further information about Kevin and his research and consulting activities can be found at <http://www.io.psy.msu.edu/jkf>

# COURSE OUTLINE

Sept 02 Thinking about Organizations

Sept 07 Labor Day: No Class

September 09 Thinking about Organizations Part II:

 Morgan (2006). Chapter 2

 Case: Right Leader Wrong Company

Assignment 1 due: Organism Metaphor

September 14 Factors Affecting Organizational Effectiveness

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

September 16 External Environment: Trends

Sander: Ted Talk: Megatrends and trend tracking

SIOP (2019). Top 10 Workplace Trends 2020.

Cappelli, P & Tavis, A (2018) HR goes agile. *Harvard Business Review*, 47-53

Seyulkh (2018): Talk: Robots in Workplace

September 21 Mission and Strategy

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

Ferndale Case Study

Assignment 2 Due: Learning Organization

September 23 Organizational Culture

 Schein, E. What is culture anyway?

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

September 28 Leadership Issues (Asynchronous Videotaped Lectures)

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 30 Alternative Work Arrangements

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.*

George, E. & Chattopadhyay, P (2017). *Understanding nonstandard work arrangements: using research to inform practice.* SHRM-SIOP Science of HR Series.

Assignment 3 Due: Alternative Work

October 05 Transformational Change Initiatives

Ford, J.K. (2007). Building Capability throughout a Change Effort: Leading the Transformation of a Police Agency to Community Policing. American Journal of Community Psychology.

October 07 Exam 1

October 12 The helping relationship: What is Help?

 Book: Schein, Chapter 1

October 14 Helping Roles and Active Inquiry

 Book: Schein, Chapters 2, 3 & 4

October 19 Ethics and Trust Building

 Book: Schein Chapters 5 & 6

 Assignment 4 Due

October 21 Teams

 Book; Schein Chapters 7

October 26 Teamwork

 Carter Racing Case – Part A

 Assignment 5 due

October 28 Helping Leaders

 Book: Schein Chapter 8

Grant, A. M. (2014). The efficacy of executive coaching in times of organizational change. *Journal of Change Management*, *14*(2), 258-280.

November 02 Learning and Development: Challenges and Definitional Issues

Donovan, J., & Benko, C. (2016, October). AT&T’s talent overhaul: Can the firm really retrain hundreds of thousands of employees? *Harvard business review*, 69-73

November 04 Training Project 1: Learning Systems and Learning Needs Assessment

 Ford, J.K. Chapter 3: Learning Needs Assessment

Nov 09 Designing for Learning and Transfer

 Yelon, S.L., Ford, J.K., & Anderson, W.A. (2014). Twelve tips for

 increasing transfer of training from faculty development programs.

*Medical teacher*, 36, 945-950.

Nov 11 Training Project 2: Learning Objectives and Evaluation Criteria

 Yelon Goal directed instruction chapters 2 & 3

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

Nov 16 Learning Methods &Technologies

Mast, M. S., Kleinlogel, E. P., Tur, B., & Bachmann, M. (2018). The future of interpersonal skills development: Immersive virtual reality training with virtual humans.*Human Resource Development Quarterly, 29*(2), 125-141.

Noguchi, Y. (2019, Oct 8). Virtual reality goes to work, helping train employees

Nov 18 Learning Project 3: Plans of Instruction

David Merrill, M. (2007). A task-centered instructional strategy. *Journal of research on Technology in Education*, *40*(1), 5-22.

Nov 23 Exam 2

Nov 25 No Class

Week of Nov 30 On line: Live: Monday November 30; Learning Project 4: Transfer of Learning

For suggestions for project:

See Table 5.2 Facilitating Training Transfer

and

Burke, L. A., & Hutchins, H. M. (2008). A study of best practices in training transfer and proposed model of transfer. *Human resource development quarterly*, *19*(2), 107-128.

Week of December 7 On line: Live Monday December 7 Learning Project 5: OnBoarding and Accelerating Learning

For suggestions for project, see Tables from

Ford, J.K. Onboarding and socialization

December14 Final Training Project Due at 11:59PM