

Fall 2010

INP 4004 Industrial/Organizational Behavior

Michael D. Covert

University of South Florida, covert@usf.edu

Follow this and additional works at: http://scholarcommons.usf.edu/ocep_sls

 Part of the [Applied Behavior Analysis Commons](#), and the [Experimental Analysis of Behavior Commons](#)

Scholar Commons Citation

Covert, Michael D., "INP 4004 Industrial/Organizational Behavior" (2010). *Service-Learning Syllabi*. 15.
http://scholarcommons.usf.edu/ocep_sls/15

This Article is brought to you for free and open access by the Office of Community Engagement and Partnerships at Scholar Commons. It has been accepted for inclusion in Service-Learning Syllabi by an authorized administrator of Scholar Commons. For more information, please contact scholarcommons@usf.edu.

INP 4004
Fall 2010

Industrial/Organizational

Contact Information:

Instructor: Michael D. Coovert, Ph.D.
Email:

Office:
Mail Box:

Course Information:

Lecture Hall: PCD 2118
Lecture R 3:05-5:50 p.m.
Office:

Appointments available by request (send email).

Always feel free to talk with me. Good times are before or after class and during breaks.

COURSE OBJECTIVES/DESCRIPTION:

- This course offers a broad description and examination of the psychology of behavior at work, including the major theories, their applications in the work place, and research investigations of both. The course will examine job analysis, employee selection, employee training, the performance appraisal process, worker motivation, job satisfaction, worker stress, groups and teams, leadership, and human factors. A thorough understanding of social scientific research methods and current psychological research findings are emphasized.
- **This course requires a service-learning activity. Service-learning is an educational philosophy whose goal is to enhance student learning in a more profound and lasting way by having students engage in experiential learning in a real world context.**
Other notable goals of service-learning include:
 - *Service-learning takes place in the context of charitable community development work or a social change project.
 - *Service-learning benefits the community and is directly linked to course curriculum, content, and goals, and it entails ongoing self reflection exercises through which students:
 - *Reflect on the social context of the learning process
 - *Analyze their own relationships to other people and the world
 - *Challenge their own assumptions about social problems and issues
 - *Cultivate a more committed sense of civic responsibility and ethical sense of personal agency.
- **This course emphasizes critical thinking and inquiry**
- **Students who successfully complete all core requirements will have a solid understanding of the issues related to human behavior in the workplace, and the impact of organizations on work life. You will understand how individuals are assessed in organizations, trained, and how their behavior is analyzed. You will learn how to employ the tools associated with successful individual and organizational assessment, from the perspective of psychologists working in/for an organization.**

The course is currently structures so you will be involved with Plant City High School (or other approved non-profit entity). You will engage in individual and organizational assessment to help students in the lower 25 percentile on standardized reading assessments to improve their scores. There are three components to this activity.

- 1) **Individual Analysis:** Utilize focus groups and individual interviews to determine motivational status of each student.
- 2) **Organizational Analysis:** Evaluate and assess organizational factors that enable or inhibit reading teachers from utilizing on-going testing feedback scores to target student improvement.
- 3) **Propose an organizational learning intervention to address the individual and organizational analysis findings from steps one and two.**

PREREQUISITE: Introduction to Psychological Science (PSY 2012), Psychological Statistics (PSY 3204), Research Methods (PSY 3213)

- **REQUIRED TEXT**

Spector, P. E. (2009). *Introduction to Industrial/Organizational Behavior* (5th edition). Wiley.

- **REQUIRED SOFTWARE**

Illuminate Live! This is accessed through Blackboard under communications.

Information regarding this software is available at the following web site:

<http://www.illuminate.com/support/>

All assignments must be uploaded via Blackboard AND a hard copy turned in by the beginning of class.

Follow instructions to test your access in Blackboard prior to the second class.

See the Illuminate live! web site for information and documentation.

Useful websites for the course material:

Society for Industrial and Organizational Psychology: <http://www.siop.org/>

Training and Development: <http://www.astd.org/>

Occupational Information Network: <http://online.onetcenter.org/>

Blackboard is used extensively in this course. You will take quizzes, communicate, and access Illuminate Live! through the Blackboard site.

Note: All quizzes and any exams taken on line must use the Lockdown browser through Respondus.

The University of South Florida holds Campus-wide Licenses for:

- [**Respondus 3.5**](#) - for creating and managing exams that can be printed to paper or published directly to Blackboard.

There are 3 steps to downloading and installing the Respondus software:

1. Download the installation program(s):
Available in the **Download Center** under the *USF Collection* section of the [**Content Collection**](#).

2. Install Respondus and/or StudyMate:
Locate **Respondus35Campus.exe** on your hard drive and double-click it to start the installation program. IT recommends that you accept the default settings for where the program is installed.
3. Activate the program(s):
Double-click on the icon(s) located on the Windows desktop. Enter the licensing information *exactly* as provided in the corresponding **Comments** section of the **Download Center**.

If you have questions or problems using the Respondus software, please consult the online help or the Respondus User Guide. You may download the latest version of the Respondus User Guide from <http://www.respondus.com/products/userguide.shtml>. If you are still unable to resolve your problem, you may direct your questions to myusf@acom.usf.edu. Our Campus-wide Licenses with Respondus, Inc. do NOT permit instructors to obtain support directly from Respondus, Inc. If our staff is unable to solve a particular question or problem, we will contact Respondus, Inc. on your behalf. Our Campus-wide Licenses DO permit you to install a copy of the Respondus software on a home computer. However, please note that you are not permitted to provide either software or password information to anyone who is not a faculty member affiliated with our institution. Such an action is a violation of our licensing agreement with Respondus and is also a federal crime.

Open use computer labs are available at various locations on campus including SCA222, SOC279, CTR038, FAH233, LIB125 and CPR 121. Check the lists posted on the open use lab doors for times of operation. PCD 2121 is not an open-use lab.

Do not send me inappropriate emails (e.g. chain letters). Email me through Blackboard; use coovert@mail.usf.edu. Please allow me adequate time to respond to your email (48 hours, not including weekends/holidays). **Check the course website frequently (at least daily) as you are responsible for all information and announcements posted on that site.**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

ABOUT THIS COURSE: The course consists of fully integrated parts: independent study, quizzes, lecture, exercises/projects, and exams. Please complete the assigned readings and obtain any relevant materials from the class web site prior to lectures and/or meetings as appropriate. If you are late or fail to attend a lecture you will not be able to make up a missed quiz or exercise. There are NO EXCEPTIONS to this policy. Grades will be based on unit examinations, reciprocal peer tutoring exercises, and out of class quizzes posted on Blackboard. Missing a lecture may prevent you from adequately learning material that will prepare you for taking unit exams. YOU are responsible for obtaining all materials and information presented during any class meeting for which you are not in attendance.

-
- **Attendance is required for lectures and reciprocal peer tutoring. Failure to attend any meeting will incur substantial penalties.**
 - **Cell phones may not be used during class (e.g., no texting).**
 - **Lap top computers may not be used during class.**
 - **Quizzes posted on Blackboard are due according to the schedule posted on the class calendar. Quizzes are timed and you have one attempt. Select a secure connection because once you start a quiz it must be completed. If your connection drops and you fail to complete the quiz, you will receive a zero for that quiz. The only exception to this is if you provide to me a note from academic computing stating there was an unplanned network outage.**
 - **Do not contact academic computing and ask them to reset your quiz. They cannot reset a quiz, only I can and the only justification I will accept is a network outage impacting Blackboard.**
 - **Recordings of any type (e.g., audio, video, photographic) during class are prohibited. If you make a recording of any type you will be referred to the USF Counsel General.**
 - **Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited. You must provide me a written note from the Office of Academic Support and Accommodations for Students with Disabilities approving and describing the type of accommodation.**

Grading.

Let me be very clear on grading. **You start the class with zero points and must earn points to achieve a grade other than F.**

Points are earned by taking: 1) Service-learning activities, 2) class exercises, and 3) quizzes on BlackBoard. It is important that you take all quizzes and complete all exercises.

When the class is over do not ask me if there is anything you can do to impact your grade. The answer is 'NO'!

Attendance/Discussion Points: Attendance is mandatory as is participation in class discussions.

Make-up quizzes will **NOT** be given. If you are late for class in which a quiz has been given, you will receive a zero for that quiz or exam. **Do NOT miss a quiz; if you do you will receive zero points for that quiz.** Attendance is required and I reserve the right to shade your grade up or down depending on your contributions to class.

Service-learning

- **This course requires you to spend time outside of class conducting I/O field research in the context of service-learning with a locally operating nonprofit organization concerned with issues related to industrial/organizational psychology.**
- **An arrangement currently exists with Plant City High School in Plant City for you to perform your service-learning. If this is impossible for you, contact me by the end of the first class to determine if another site is suitable.**

- 15 service-learning hours are required during the semester. A suggested distribution is provided on the course calendar (below).
- Service-learning hours will be logged in Blackboard on a weekly basis. Each hour is worth 10 points for a total of 150 points (10% of your final grade).

I/O Fieldwork Journal Blog

- The purpose of the fieldwork journal blogs are for you to demonstrate how specific topics, issues, and aspects of industrial/organizational psychology that you learn about through service-learning can be understood psychologically by applying some aspect of relevant industrial/organizational psychological knowledge, construct, theory, or method you learned about through course content and readings.
- For the field work journal blogs you will
 1. Record descriptive observations about the individual and organizational context in which you conduct your service-learning and research
 2. You will write critical reflections about what you learn through interviews, focus observations, and training
 3. Analyze the connections between what you learned during your field work activities and the weekly topics and assigned readings.
- Each student will submit 15 blogs during the semester. Blog entries are worth 20 points each, and are 30% of your final grade.

Deliverable to the Community Partner

- At the conclusion of your community based research project, your community partner will be expecting you to deliver a final product (or “deliverable”).
- Around the fourth week of your service-learning you should negotiate with your community partner about what your deliverable will be.
- Agree to a deliverable that is realistic and actually doable within a three month time span. Do not be overly ambitious and do not promise to ‘save their world’. If you work as a student group, you should be able to offer more than if you were working as an individual.
- Your deliverable may take a number of different forms or formats. For example, it may be an action plan, or require that your community partner continue some aspects of the project beyond the end of the semester. I will provide guidance on community partner deliverables throughout the semester.

Course Reflections Final Essay

- The final exam for this course is a self-reflection essay (4-5 double-spaced pages or 1000-1250 words)
- The objective of the final reflective essay are for you to review, summarize, and reflect on what you have learned about industrial/organizational psychology during the course of the semester by doing service-learning based field research.
- The final essay is therefore part course summary and part critical reflection, and its purpose is twofold:

1. It allows you to demonstrate that you comprehend the ‘big picture’ regarding industrial/organizational psychology and how it can be used to help both individuals and organizations.
 2. It allows you to demonstrate that you can critically reflect on the significance of the contexts and processes involved in your own experiential learning.
- The course reflections final essay should include a short synopsis of the research findings from your service-learning fieldwork project and explain how what you learned though this course helped you arrive at those results and conclusions.

Reciprocal Peer Tutoring: You will be randomly assigned to work with another student throughout the term. There is to be no changing of partners. Before each exam you will meet, inside and outside of class, and complete certain structured assignments. There are four components to this process.

1. Prior to each exam each student must prepare a multiple-choice “practice” exam of 30 items total. You should select an equal number from each chapter based on the information covered in the chapters for that exam. These items must be original; they cannot be taken from the chapter quizzes you will be taking on Blackboard. The exam is administered to your partner during a reciprocal peer tutoring meeting. Each student must also prepare an answer sheet with the right answer for each test item, along with a brief explanation of why the answer is correct. You will meet, take each other’s exams, and review and discuss the correct responses.
2. Each student provides a brief constructive “critique” of your partner’s exam (confusing items? Too difficult? Etc.).
3. All of these materials-completed practice exams, answer sheets, and test critiques - are to be submitted to me in hard copy and also are to be uploaded to Blackboard. Clearly identify and label the sections as follows:

-
1. Multiple choice questions
 2. Answers to multiple choice questions
 3. Critique/Feedback to your peer on his/her test
-

These are due no later than the start of class on the day indicated on the schedule. Failure to turn in these exercises on time will result in a zero.

-
- You are to turn in a printed copy to me in class AND upload it to Blackboard.
 - Be sure to keep copies of all assignments to guard against loss.
 - DO NOT email them to me or place assignments or projects in my mailbox as they will not be accepted.

Grading

The I-grade policy prohibits the assignment of an "incomplete" unless the student is passing the class and has only a small portion of the work to complete. University policies for "I" grades are clear. I can only grant "I" grades that meet the criteria.

This course uses the plus/minus grading policy. Course grades, at a minimum, will be determined as indicated in the table below.

<u>PERCENTAGE</u>	<u>LETTER GRADE</u>
97 to 100	A+

94 to 97	A
90 to 94	A-
87 to 90	B+
84 to 87	B
80 to 84	B-
77 to 80	C+
74 to 77	C
70 to 74	C-
67 to 70	D+
64 to 67	D
60 to 64	D-
0 to 60	F

To avoid any omissions, the upper limit of a range must be equal to the lower limit of the range directly above. Thus a range of 87 to 90 includes all grades **up to, but not including** 90. The highest range, however, includes 100%.

Extra credit points earned during class will be added to the next exam score PRIOR to the score being posted on Blackboard. The score you see on Blackboard includes your test score AND earned extra credit points.

Course Point Allocation Scheme:

Points		Percent of final grade
150	Attendance and participation	10
400	Blackboard quizzes	20
200	Reciprocal Peer Tutoring	10
150	Service-learning hours	10
300	Fieldwork Journal blog	30
250	Deliverable to Community Partner	10
100	Course reflections final essay	10
1550 points total		100 Percent

Studying for quizzes: To earn a high grade in this class, you will need to read (and study) all assigned material in the textbook and on the web site, attend all lecture meetings and study all of the material. Quizzes may include a variety of types of questions including questions that assess conceptual and analytical thinking and rote memory. In addition to the peer tutoring I also encourage you to form and use study groups. Study groups are best when used **after** studying all the assigned material on your own. To learn about strategies for studying, taking

tests, dealing with test anxiety, or if you experience any problems that could be helped with counseling, contact the USF Counseling Center for Human Development in SVC 2124 (974-2831).

Accommodations in Testing: If you require special accommodations for testing (e.g., large type or extra time), you must provide documentation to me by the end of the second week of class so proper arrangements can be made. Contact the Office of Academic Support and Accommodations for Students with Disabilities (ASASD), formerly Student Disability Services, (SVC 1133) about obtaining such documentation. If you are requesting a specific type of accommodation (e.g., quiz or exam times equal to twice the normal allotted time) that accommodation must be clearly stated in the letter provided to me by ASASD.

Academic Honesty: This course is designed to give you a better understanding of the field of psychology. Exams, homework assignments, and any other activity conducted during this course are designed to increase and/or to test **your** understanding. Academic dishonesty is harmful to students, instructors, the university and society at large. Cheating, plagiarism, and other forms of academic dishonesty as well as disruption of the academic process **will not be tolerated**.

Excerpt from the USF undergraduate student catalogue located at <http://www.ugs.usf.edu/ugs.htm>.

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text.

Plagiarism also consists of passing off as one’s own segments or the total of another person’s work (an excerpt from the USF undergraduate student catalogue, located at <http://www.ugs.usf.edu/ugs.htm>).

The following are examples of plagiarism because sources are not cited and appropriate quotation marks are not used:

- Plagiarism, from a Latin word meaning “kidnapping,” ranges from inept paraphrasing to outright theft.
- Plagiarism comes from a Latin word meaning “kidnapping” and ranges from paraphrasing to theft.
- Plagiarism ranges from inept paraphrasing to outright theft.

Cheating is defined, **in part** [emphasis added], as the unauthorized granting or receiving of aid during the prescribed period of a course graded exercise: Students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; asking another person to take an examination in his/her place; taking an examination for or in place of another student...;

stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as **officially authorized**... (From the Undergraduate Catalog of the University of South Florida, 1997/1998, p. 41)

Students caught engaging in any form of academic dishonesty will receive the harshest penalty allowable by University Guidelines. Such penalties include receiving an 'FF' in the course and expulsion from the university. Assignment of an "FF" in the course means that you will NOT be able to retake the course under the grade forgiveness policy. This means that the F will **permanently** be a part of your USF transcript and always be included in the calculation of your GPA. A grade of "FF" is used to designate that the student engaged in academic dishonesty.

The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers **FROM THIS CLASS**. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to [Safeassign](#).

Sanctions for disrupting the academic process (e.g., misbehavior in class) will be determined in light of the seriousness of the disruption. Such policies are in accordance with university guidelines as indicated in the USF undergraduate catalog.

Religious Observances: Students who must miss class due to the observation of a major religious holiday must inform me in writing via email by the end of the first week of class. Students must provide me with a list of the date(s) of the class(es) to be missed and the name(s) of the holiday(s) to be observed.

School Cancellations: If the University is closed due to weather or emergency events, we will resume class as usual on the next scheduled class day (e.g. if we miss class on the day an exam is scheduled, the exam will be given the first regularly scheduled class thereafter). Changes to the class schedule will be discussed during the first class meeting following the cancelled class.

In the event of a circumstance that closes our classroom or building (but NOT the entire University), class will be held in a location to be announced. Students should meet in the parking lot on the Fowler Avenue side of the Psychology Building to find out where class will be held for that class period.

Notable Places on Campus

-
- If you need help with study skills you might want to consult the USF Student Counseling Center. They often offer classes on time management, study skills, writing strategies, and test-taking strategies. In addition, the Student Counseling Center offers free mental health services for USF students in need of psychological help: 813-974-2831; SVC 2124; http://usfweb2.usf.edu/counsel/b_psy/p_home.html.
 - Psychology Department Undergraduate Advising Office- PCD 4112. Appointments can be made by calling the Department at (813) 974-2492.

- Library
 - Has Graduate Programs in Psychology at the reference desk.
 - Has a corner of the reference section (1st floor) dedicated to college and university catalogs. This is a great place to start if you plan to go to graduate school.
 - 6th floor--lots of interesting videos, tapes, etc.
- Career Resource Center- SVC 2088, phone # (813) 974-2831.
- Office of Academic Support and Accommodations for Students with Disabilities (ASASD), SVC 1133, phone # (813) 974-4309.
- English Department Writing Center- CPR 257, (813) 974-9572
- Project Thrust (tutoring)- Argos 138, (813) 974-2713

***Notes, audio and/or video recordings taken in class or during meetings may not be sold. Recordings on Blackboard may not be downloaded or redistributed.**

SCHEDULE AND TOPICAL OUTLINE

Chapter designations refer to the course text.

Chapter quizzes on are on Blackboard. You have a limited amount of time per quiz; one attempt. These are to be completed prior to class discussion.

Reciprocal peer tutoring sessions must meet outside of class if no time is provided in class.

Service-learning hours are the average per week. 15 total hours must be completed during the semester.

Week:	Thursday	Readings	Reciprocal Peer Tutoring	Service-learning
1	Introduction and overview	Syllabus Chapter 1		
2	Quiz on chapters 1, 3 due prior to class. Discussion: Job analysis	Chapter 3 Job analysis		1 hour with community partner
3	Quiz on chapter 5 due prior to class. Discussion: Assessment Methods	Chapter 5 Assessment Methods		1 hour with community partner
4	Quiz on chapter 6 due prior to class.	Chapter 6 Selection	Peer tutoring 1 is due. Chapters 1, 3, 5, and 6.	1 hour with community partner

	Discussion: Selection		Materials to be turned in beginning of class. Upload a copy to Blackboard.	
5	Community partner discussions focus on chapter topical areas	chapters 1, 3, 5, and 6		1 hour with community partner
6	Quiz on chapter 4 due prior to class. Discussion: Performance Appraisal	Chapter 4 Performance appraisal		1 hour with community partner
7	Quiz on chapter 7 due prior to class. Discussion: Training.	Chapter 7 training		1 hour with community partner
8	Quiz on chapter 8 due prior to class. Discussion: Motivation	Chapter 8 Motivation		1 hour with community partner
9	No class Discussion.	Complete the Hackman & Oldham JDS assignment.		2 hours with community partner
10	Quiz on chapter 9 due prior to class. Discussion: Job satisfaction	Chapter 9 Job Satisfaction	Peer tutoring 2 is due. Chapters 7, 4, 8, and 9. Materials to be turned in beginning of class. Upload a copy to Blackboard.	1 hour with community partner

11	Community partner discussions focus on chapter topical areas	chapters 4, 7, 8, 9		1 hour with community partner
12	Quiz on chapter 12 due prior to class. Discussion: Groups/teams	Chapter 12 Groups/teams		1 hour with community partner
13	Quiz on chapter 13 due prior to class. Discussion: Leadership	Chapter 13 Leadership		1 hour with community partner
14	Quiz on chapter 14 due prior to class. Discussion: Human Factors	Chapter 14 Human Factors	Peer tutoring 3 is due. Chapters 12, 13 and 14. Materials to be turned in beginning of class. Upload a copy to Blackboard.	1 hour with community partner
15	Final course meeting in class	Preparation for community partner presentations		1 hour with community partner
16	Community partner presentations			

*The instructor reserves the right to alter the above schedule and other procedures as necessary to accommodate extenuating circumstances. Announcements of any changes made to the above schedule will be made on Blackboard and/or during regular class meeting times.

If you are absent during a class meeting, it is YOUR responsibility to find out about any changes that have been made to the schedule or other course procedures.