



Department of Psychology
Psychology 639 – Advanced Industrial & Organizational Psychology
Fall 2008

Instructor:	Dr. Derek Chapman	Lecture Location:	EDC 288
Phone:	220-5558	Lecture Days/Time:	W/ 1-4
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Course Description and Goals

This course is an advanced level introduction to the field of I/O psychology. It is not designed to cover each of the topic areas substantially but rather, to familiarize the student with some classic readings and recent publications related to many areas of investigation within I/O psychology.

Required Text

There is no required text for this course. A reading list will be provided of primarily journal articles.

Evaluation

Research Proposal 25%
Thought papers 40%
Class participation 15%
Presentations 20%

What is a thought paper?

Each week you will be required to submit a short (no longer than 3 pages double spaced), paper summarizing your thoughts about the readings for that week. The thought paper is to be written in a narrative rather than in bullet form. A good thought paper points out both positive features of the readings, as well as critical assessments of the concepts and methodologies employed in the studies. An excellent paper would also suggest alternative studies that could be run (in brief) present competing theories etc.

Grades will be converted to letter grades as follows

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Lecture Schedule

1	I/O Background and Legal issues	<p>Muchinsky, P.M (2000). The Historical background of I/O Psychology. In, <u>Psychology Applied to Work</u>, 6th ed., Wadsworth. Pp. 3-22.</p> <p>Binning & Barrett (1989). Validity of personnel decisions: A conceptual analysis of the inferential and evidential bases. <u>Journal of Applied Psychology</u>, 74, 478-494.</p> <p>Rotundo M, Sackett PR. 2002. The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: a policy-capturing approach. <i>J. Appl. Psychol.</i> 87:66–80</p> <p>Catano, V.M., Cronshaw, S.F., Wiesner, W.H., Hackett, R.D., & Methot, L.L.. (2001). Recruitment & Selection in Canada, Chapter 2, <u>Legal Issues</u>.pp. 31-73.</p>
2	Introduction to Recruiting Person/organization fit	<p>Breaugh, J. A., & Starke, M. (2000) Research on Employee Recruitment: So many studies, so many remaining questions. <u>Journal of Management</u>, 26, 405-434.</p> <p>Chapman, D.S. , Uggerslev, K.L., Carroll, S.A., Piasentin, K.A. and Jones, D.A.. (2005) Applicant Attraction to Organizations and Job Choice: A Meta-Analytic Review of the Correlates of Recruiting Outcomes." <i>Journal of Applied Psychology</i> 90, 928-944.</p> <p>Kristof-Brown, A., Zimmerman, R. & Johnson, E. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. <i>Personnel Psychology</i>, 58, 281-342.</p>
3	Selection Overview I Testing	<p>Schmidt, F.L. & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research. <i>Psychological Bulletin</i>.</p> <p>Muchinsky, P.M. (2004) When The Psychometrics Of Test Development Meets Organizational Realities: A Conceptual Framework For Organizational Change, Examples, And Recommendations. <i>Personnel Psychology</i>. 57,175-210.</p> <p>Arthur, W. & Villado A.J. (2008). The Importance of Distinguishing Between Constructs and Methods When Comparing Predictors in Personnel Selection Research and Practice. <i>Journal of Applied Psychology</i>, 435-442</p> <p>Van Rooy DL, Viswesvaran C, Pluta P. 2005. An evaluation of construct validity: What is this thing called Emotional Intelligence? <i>Hum. Perform.</i> 18:45–62</p>
4	Selection Overview II Interviews and assessment centers	<p>Campion, M. A., Palmer, D. K., & Campion, J. E. (1997). A review of structure in the selection interview. <i>Personnel Psychology</i>, 50, 655-702.</p>

		<p>Chapman DS, Zweig DI. 2005. Developing a nomological network for interview structure: antecedents and consequences of the structured selection interview. <i>Pers. Psychol.</i> 58:673–702</p> <p>McFarland LA, Yun GJ, Harold CM, Viera L, Moore LG. 2005. An examination of impression management use and effectiveness across assessment center exercises: the role of competency demands. <i>Pers. Psychol.</i> 58:949–80</p>
5	Performance appraisal and feedback	<p>Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E., (1993). A theory of performance. In N. Schmitt & W. C. Borman (Eds.), <i>Personnel selection in organizations</i> (pp. 35-70). San Francisco: Jossey-Bass.</p> <p>Stewart GL, Nandkeolyar AK. (2006). Adaptation and intraindividual variation in sales outcomes: exploring the interactive effects of personality and environmental opportunity. <i>Pers. Psychol.</i> 59:307–32</p> <p><u>Smither, J., London, M. & Reilly, R.R. (2005). Does Performance Improve Following Multisource Feedback? A Theoretical Model, Meta-Analysis, And Review Of Empirical Findings. <i>Personnel Psychology</i>, 58, 33-67.</u></p>
6	Training- learning and knowledge in organizations	<p>Goldstein, I. L. & Ford, K.J. (2002). Training in organizations: Needs Assessment, Development & Evaluation, 4th edition. Ch 1-4.</p>
7	Organizational Commitment	<p>Meyer, J.P., Irving, G.P. & Allen, N.J. (1998) Examination of the combined effects of work values and early work experiences on organizational commitment. <u><i>Journal of Organizational Behavior</i></u>, 19, 29-52.</p> <p>Lee, K. Carswell, J.J. & Allen, N.J. (2000) A meta-analytic review of Occupational Commitment: Relations with person- and work-related variables. <u><i>Journal of Applied Psychology</i></u>, 85 799-811.</p> <p>Meyer, J.P. Becker, T.E. & Vandenberghe. C. (2004). Employee Commitment and Motivation: A Conceptual Analysis and Integrative Model. <i>Journal of Applied Psychology</i>. 89(6):991-1007.</p>
8	Job Satisfaction	<p>Judge, T.A., Locke, E.A., & Durham, C.C. (1998). Dispositional effects on job and life satisfaction: The role of core evaluations. <u><i>Journal of Applied Psychology</i></u>, 83, 17-34.</p> <p>Ilies R, & Judge TA (2002). Understanding the dynamic relationships among personality, mood, and job satisfaction: A field experience sampling study. <i>Organizational Behavior And Human Decision Processes</i>, 89,1119-1139.</p> <p>Riketta, M. (2008). The Causal Relation Between Job Attitudes and Performance: A Meta-Analysis of Panel Studies. <i>Journal of Applied Psychology</i>, 93, 472-481.</p>
9	Job withdrawal & absenteeism	<p>Johns, G. (2001). The Psychology of Lateness, Absenteeism, and Turnover. <u><i>Handbook of Industrial, Work & Organizational Psychology Volume 2: Organizational Psychology</i></u>. Neil Anderson, Deniz S. Ones, Handan Kepir</p>

		<p>Sinangil, and Chockalingam Viswesvaran (Eds.)</p> <p>Griffeth, R.W., Hom, P.W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next Millenium. <u>Journal of Management</u>, <u>26</u>, 463-488.</p> <p>Michael Mount, R. I. E. J. (2006). RELATIONSHIP OF PERSONALITY TRAITS AND COUNTERPRODUCTIVE WORK BEHAVIORS: THE MEDIATING EFFECTS OF JOB SATISFACTION." <u>Personnel Psychology</u> <u>59</u>(3): 591-622.</p>
10	Organizational Justice	<p>Emily E. Duehr, J. E. B. (2006). MEN, WOMEN, AND MANAGERS: ARE STEREOTYPES FINALLY CHANGING? <u>Personnel Psychology</u> <u>59</u>(4): 815-846.</p> <p>Colquitt, J.A., Conlon, D.E., Wesson, M.J., Porter, C.O., Ng, K.Y. (2001). Justice at the Millennium: A meta-analytic review of 25 years of organizational justice research. <u>Journal of Applied Psychology</u>, <u>86</u>, 425-445.</p> <p>Shaw, J.C., Wild, E. & Colquitt, J.A. (2003). To justify or excuse? A meta-analytic review of the effects of explanations. <u>Journal of Applied Psychology</u></p>
11	Leadership	<p>House, R.J. & Aditya, R.T. (1997). The social scientific study of leadership: Quo Vadis? <u>Journal of Management</u>, <u>23</u>, 409-473.</p> <p>Lord, Brown & Freiberg (1999) Understanding the dynamics of leadership: The role of follower self-concepts in the leader/follower relationship. <u>Organizational Behavior and Human Decision Processes</u>, <u>78</u>, 167-203.</p> <p>Judge, T.A., Bono, J.E., Ilies, R. & Gerhart, M.W. (2002). Personality and leadership: A Qualitative and quantitative review. <u>Journal of Applied Psychology</u>, <u>87</u>, 765-780.</p> <p>Bennis, W. (1993) Why leaders can't lead. In J.L. Pierce & J.W. Neustrom (Eds.) <u>The Manager's Bookshelf</u>. Pp.165-172.</p>

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Important Dates

The last day to drop this course and still receive a fee refund is **September 19, 2008**. The last day to withdraw from this course is **December 5, 2008**.