



Department of Psychology

**Proposal for The Re-introduction and Re-Naming
Of the
Undergraduate Major in Industrial/Organizational Psychology**

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Committee:

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Executive Summary

The proposed major in Industrial/Organizational (I/O) Psychology is the revival and renaming of a 44-credit hour interdisciplinary major that provides an alternative to the existing psychology majors (General and Developmental) at UDM. The previous I/O BA program was offered for several years at University of Detroit prior to the 1989 consolidation. The major is designed to prepare students for both graduate studies in psychology, business, health care, or law, and for jobs related to human resource management, organizational change implementation, and mainstream business.

By design, the major will augment, not overlap with, the current major offerings in psychology and business administration. The major is expected to enhance recruiting in three ways. First, it could be expected to improve recruiting among students who are looking for a degree in psychology that is not clinical in nature, but rather more practical and oriented towards the business world. Such programs are not widely available at other universities in the region and may help the University to stand out from competitors. This is a central issue given the University's focus on undergraduate enrollment. Secondly, the new undergraduate major is intended to help students who discover, after enrollment, that a degree in psychology is what they want, but don't see themselves pursuing a more traditional clinical career. This will likely improve student retention. Finally, the undergraduate program in Industrial/Organizational Psychology is intended to serve as the starting point for launching a five-year joint BA/MA Degree program that would enhance the current Masters Degree program. This would be an attractive alternative for students with good academic aptitude who recognize their interest in industrial/organizational psychology early in their academic careers. Such a program would also be a competitive advantage to the University since no other local or regional institutions offer such a valuable degree in an expedited program. Thus, to the extent that an undergraduate major facilitates and improves the implementation of such an expedited program at the Masters level, it will also serve the University's recruiting efforts.

Like the recently revised general psychology major, the I/O major includes 29 credit hours of core psychology courses including research methods and statistics. In addition, the I/O major includes 15 credit hours of business administration courses. It should be noted that all of the courses required of this major are currently offered at UDM with the exception of two courses; the introduction to I/O Psychology (last offered in 1989) and a newly developed I/O Capstone course.

As requested by the Associate Vice President and Provost, Dr. Schirmer, the proposal detailed below follows the format for new programs issued by the office of the Vice President for Academic Affairs in January 1993. The proposal was approved by the Department of Psychology Faculty and the College of Liberal Arts and Education Curriculum Committee in Fall 2005.

A. Mission

A.1. Fulfillment of University Mission

The mission statement of the University of Detroit Mercy “seeks to integrate the intellectual, spiritual, ethical and social development of students” and the Vision Statement states that the University will be “distinguished by graduates who lead and serve in their communities”.

The proposed major in Industrial/Organizational Psychology degree serves both the Mission and the Vision of the University in several ways. With regard to the Mission, the I/O major continues the service provided by the existing general majors, and offers the possibility of increased enrollment. The major incorporates all forms of student development outlined in the Mission through a wide range of pedagogy and with a special emphasis on leadership and service.

With regard to the Vision, the proposed I/O major can be viewed as consistent in two respects. First, it will be an attractive alternative for students and can lead to increased recruitment for the University, as outlined in the Executive Summary. To the extent that the University maintains good recruiting and high student standards, it will also maintain a high profile in the surrounding community and can be expected to be more successful in fulfilling its Vision. Second, it provides another avenue for the University to produce graduates who will go forth into the work world and act as catalysts for change that improves the work experience. Work is a central part of the typical individual’s life. To the extent that the University is successful in preparing psychologists to be influential in making positive changes in the work-life of the average citizen, this program will help manifest the Vision of the University.

A.2. The Mission of the College of Liberal Arts and Education

Part of the mission of CLAE is to promote broad educational goals and to facilitate life improvement of students and the broader community. The proposed I/O program is consistent with these goals. I/O graduates are typically positioned to obtain entry-level positions with fast-track leadership opportunities. With the majors special emphasis on leadership and service, it contributes to community improvement.

A.3. Effect on Related Departments or Fields of Concentration

The proposed industrial/organizational psychology major will enhance enrollment in those courses specified as requirements, core curriculum choices, and recommended electives. It is anticipated that student demand will increase in seven Business Administration courses, three Economics courses, two Communications courses, and an Ethics course.

B. Need and Objectives of the Program

B.1. Need for the Major

The proposed I/O undergraduate major is a re-introduction and re-naming of a major that existed prior to consolidation in 1989. The program is proposed as a means to attract new students to UDM, as well as to satisfy the true academic interests of current psychology majors. Having a major in I/O psychology will serve to set the University apart from competitors who do not offer this area of study at the undergraduate level.

A current trend in higher education that has been duly noted by many in the Administration is that many students are motivated to pursue degrees that offer career potential. An undergraduate degree in I/O psychology helps meet the goals of such students. The interdisciplinary focus of psychology and business is expected to be a perspective that resonates with modern students concerned with both academic quality and meeting future career goals. The curriculum is designed to provide a strong foundation for career advancement by developing a sound understanding of human nature and behavior, solid knowledge of business practices and theory, as well as excellent interpersonal skills.

B.2. Objectives of the Major

The major in Industrial/Organizational Psychology is designed to meet the following objectives:

- To create an educational environment that emphasizes both fundamental values and scientific approach of psychology and the practical aspects of business in the modern culture and economy.
- To explore educational models that bring experiential learning into the classroom, thereby enhancing similarity to the world of work.
- To create a major that appeals to students who do not see themselves as traditional psychologists, but rather are interested in the values and applications of psychology as they can be translated into improved worklife.
- To create an interdisciplinary program that integrates the skills and knowledge from psychology and business to generate the most value for the discerning student who expects to pursue a career upon graduation.

B.3. Job Market for Graduates

The job market for graduates who major in industrial/organizational psychology is good. Employers are interested in such candidates because they have the skills and knowledge necessary to be successful in a workplace and economy that is increasingly service-oriented and competitive. Students graduating with a Bachelors' degree in Industrial/organizational psychology often work in performing assessments. Some graduates are also considered to have management potential because of their knowledge of human nature. There are no requirements for licensure or certification in the field.

B.4. Similar Programs in Michigan and National Benchmarking

No other local universities and colleges in the Southeastern Michigan area offer an I/O BA program. An Internet search revealed 20 similar programs nationwide. The nearest programs is offered at St. Xavier University in Chicago, Illinois. No other programs exist in the Mid-west region. The majority of

programs reside in the Eastern United States. Summaries of the 20 programs were reviewed and it is clear that UDM's proposed program has similar requirements.

B.5. Benchmarking and Need

As is true of the surrounding states, the economy of Michigan and specifically Southeast Michigan, has been experiencing change for many years, and is expected to be in transition for the foreseeable future. This creates two types of demands. There is a demand on the part of students for a degree that they can use to launch a career. The attractiveness of psychology as a major has on-going interest, as can be seen in UDM's year-to-year enrollment figures. Providing a major in industrial/organizational psychology is expected to augment that by improving the perceived and actual applicability of the degree with the interdisciplinary approach of integrating business, economics, and communications courses provides the added realism and practicality demanded by today's students.

In addition, modern organizations also demand to have better qualified students. Although they could select excellent candidates from the pool of business school graduates, organizations are increasingly aware that they need talented employees with varying backgrounds who can meet the challenges of today's chaotic business environment.

B.6. Diverse Interests in the Program

The first level of interest in the program is likely to be new and current students who are interested in the "human aspect" of business and/or the "business aspect" of psychology. Interest is also likely to be found by alumni who recall the existence and success of this program in previous years. In fact, as an outgrowth of the previous program, a professional organization was formed. It was very active in the 1980's and was entitled "The University of Detroit Personnel Professionals Association". This association has been disbanded. However, the Detroit Chapter of the Society for Human Resource Professionals, The Organizational Development Network, and the local chapter of the Society of Industrial Organizational Psychologists (named the Michigan Industrial/Organizational Psychologists) have strong memberships that would likely encourage and support the undergraduate program and the to-be-proposed 5-year joint BA/MA program.

B.7. Unique Attributes

The proposed program has several unique attributes: 1) The major is unique in the region (as discussed above). 2) It is one of only a few truly interdisciplinary programs at UDM. 3) Since this is the re-introduction and re-naming of a previous major and since there is a successful parallel graduate program, the time for program start-up is minimal. Knowledgeable faculty are already in place and resources exist on campus to facilitate student learning. In addition, the program has extremely low costs/overhead (no new faculty, only two new courses, few assessment tool resources required). Therefore, a large number of students is not required to begin the program. 5) Additionally, one of the new courses to be offered, Introduction to Industrial/Organizational Psychology, has broad appeal to students in several other programs such as communications studies, political science, architecture, engineering, etc.

C. Description of the Major

C.1. Catalog Description of the Major

The University of Detroit Mercy (UDM) offers a major in Industrial/Organizational (I/O) Psychology for students pursuing a Bachelors Degree. The I/O major is a program of the College of Liberal Arts and Education, but also requires fifteen hours or more of work in the College of Business Administration. It is an interdisciplinary major designed to meet the needs of students interested in applying psychology in their daily work to the benefit of others, including the individual, organization, and society as a whole. The major provides a potent combination of skills, knowledge, and expertise in both psychology and business, a combination that employers recognize is an excellent foundation for them to work on as they identify and groom high potential employees who represent the future of their organization.

The proposed I/O Psychology major is the re-introduction and re-naming of a major that existed prior to consolidation of the two previous institutions which occurred in 1989. This program is being proposed to attract new students to UDM, as well as to satisfy the true academic aspirations of some of the existing psychology majors. It is not intended or expected to compete with existing programs. In fact, since it is interdisciplinary with the undergraduate business program, it will be an attractive option for undecided CLAE students who express an interest in complimenting their liberal arts background with business courses. It will also fill the void for business students who currently have little options to focus on human resource issues in the current undergraduate business program.

More specifically, the proposed major is composed primarily of courses that already exist in the typical UDM schedule of courses offered in Psychology and Business. It requires only two new courses to be offered: PYC 470 Industrial/Organizational Psychology, which will be of interest to non-psychology majors as well as I/O majors, and PYC 475, the I/O Capstone experience.

The I/O Psychology major serves as an excellent generalist foundation for a beginning a career in the business world. The dual emphasis on business and psychology means that modern organizations can hire graduates who understand both human nature and the dynamics of organizational life. Graduates can expect to work in jobs that involve performing tasks related to human resource assessment, selection and placement, performance appraisal, job analysis and re-design, leadership development, organizational effectiveness, and other activities related to human resources. These skills position graduates for leadership opportunities throughout their careers. Thus, the I/O major prepares students to become lifelong learners and proactive career managers, to maneuver effectively in their chosen career trajectories. Students will be prepared in the event they choose to earn an advanced degree, such as the Master of Business Administration or Master of Arts with a major in I/O Psychology (both of which are available at UDM). Other students may choose to use this degree as a preparation for graduate work in fields such as law and health care as well as psychology.

C.2-4. Courses in the Curriculum (+ indicates a new course)

The I/O major relies almost exclusively on existing courses offered by the University. The only new courses are PYC 470: Industrial/Organizational Psychology (last offered in 1989), and PYC 475: Advanced Issues and Practicum in I/O Psychology. The first is described fully in the Appendix, and

the second is modeled after a course of the same type currently offered as part of the Masters Degree in I/O Psychology.

Below is the complete list of courses included in the major.

Department of Psychology Requirements (29)

PYC 100	Introductory Psychology (3)
STA 225	Statistics (3)
PYC 250	Developmental Psychology (3)
PYC 290	Current Topics in Psychology (Testing and Measurement) (3)
PYC 360/361	Social Psychology and Lab (4)
PYC 365	Exploring Leadership in Community (3)
PYC 414/415	Learning and Memory and Lab (4)

or

PYC 409/410	Perceptual and Cognitive Process and Lab (4)
PYC 470	Issues in Industrial/Organizational Psychology (3)+
PYC 473 or (5)	Advanced Issues and Practicum in I/O Psychology (3)+

Business Administration Requirements (15)

BUS 150	Introduction to Business (3)
BUS 231	Business Law I (3)
BUS 311	Organizational Management (3)
BUS 318	Organizational Leadership (3)
BUS 351	Human Resources Management (3)

Recommended Core Curriculum Choices

ETH 259	Business Ethics (3)
ECN 100	Introduction to Economics (3)
CST 101	Fundamentals of Speech (3)
CST 304	Small Group Communication (3)

Recommended Electives Choices

PYC 256	Adult Development and Aging (3)
PYC 341	Psychology of Personality (3)
PYC 342	Abnormal Psychology (3)
BUS 319	Business and Society (3)
BUS 355	Individual and Group Behavior and Motivation (3)
ECN 295	Microeconomic Principles (3)
ECN 296	Macroeconomic Principles (3)

C.5. Unusual or Unique Characteristics of the Major

The major in I/O is unique in the following ways:

- It is interdisciplinary, integrating existing coursework from Psychology and Business Administration.

- It emphasizes the role of psychology and business in creating positive, ethical work settings in daily life. This enactment of values is consistent with the University Mission and Vision.
- It offers an alternative for psychology majors who value and enjoy psychology, but are not interested in clinical work.
- It offers an alternative for students seeking a practical degree that will prepare them for immediate employment upon graduation in a job that utilizes psychology and business.

C.6. Outcomes and Assessment

The overall learning objectives can be addressed with respect to the three areas of psychological science, business administration, and communication skills, as follows:

Psychological Science Learning Objectives

To instill in students an understanding of basic processes of psychology, the scientific method, and the ethics and values of psychology.

1. *Graduates will demonstrate an understanding of the basics of psychological theory, method, and practice.*
2. *Graduates will demonstrate an ability to apply psychology to real world settings; especially work and career settings.*

Business Administration Learning Objectives

To develop students understanding of organizational theory, organizational dynamics, economics, and human resource management.

1. *Graduates will demonstrate an understanding of human resource management and organizational theory, processes, and dynamics.*
2. *Graduates will demonstrate an understanding of basic economic theories.*

Communication Skill Learning Objectives

To provide a foundation in communication skills.

1. *Graduates will demonstrate the ability to communicate effectively in both written and oral form.*
2. *Graduates will demonstrate an understanding of the critical role of communication in the modern work setting.*

The learning objectives and assessment tools for each course already exist and are required to be included in each of the course syllabi. Faculty will be required to retain examples of “high” and “low” pass evidence of coursework that will be submitted to the Program Director at the end of each term. This coursework will be keyed to the above major learning objectives and will be assessed using the following system:

- Awareness – Syllabus entry, reading and or project assignment
- Understanding – Test Questions, Papers, Essays

- Ability – Projects, Demonstrations, Papers

Each course will be assessed on a rotating two-year cycle. In addition to the course assessment, the major will be assessed through review of the Capstone Course projects which will indicate actual ability. In addition, tracking of student's success in advanced degree programs will be conducted. Exit surveys will be utilized to indicate student satisfaction and awareness and understanding criteria.

D. Faculty

D.1. Existing Faculty and Supporting Personnel

Current faculty will cover the two new course offerings as follows:

PYC 470: Industrial/Organizational Psychology - Dr. Linda Haynes Slowik

PYC 475: Advanced Issues and Practicum in I/O Psychology - Dr. Kathleen Zimmerman-Oster

D.2. New Faculty

Currently, the ability to cover these two additional course offerings does not require hiring additional faculty. In addition, the possibility exists that when the 5-year joint BA/MA program is proposed and accepted that these two new courses could be cross listed with the existing graduate level versions.

E. Library Resources

E.1 Existing Library Resources.

Existing library resources are expected to meet the needs of the new major.

E.2 New Library Resources.

It is not expected that any additional library resources will be required to meet the needs of the new major.

F. Facilities

F.1. Currently Available Facilities.

Existing facilities are expected to meet the needs of the new major.

F.2. New Facilities.

It is not expected that any additional facilities will be required to meet the needs of the new major.

G. Revenue and Expenses

G.1. Revenue

With some marketing of the program, it is expected that approximately five new and/or current students during the first offering of the program will select this major. It is anticipated that each year will bring approximately five more students and will eventually level off at 25 students in the program on an annual basis (5 students x 24 credit hours x \$700/hr = \$84,000 x 5 years = \$420,000)

G.2. Expenses

Possible expenses associated with this program may be the need for an adjunct faculty or course overload (\$2,400?) to cover one of the courses currently taught by the faculty proposed to teach one of the two new courses. However, with one of the faculty utilizing course releases for research and administrative purposes over the past several years and anticipating returning to an increased teaching load, this expense may not be necessary.

Additional marketing expenses (\$2,000) would be minimal as they could be folded into expenses used to market the two other undergraduate psychology majors.

Additional teaching assessment tools (\$3,000) may be necessary as the program grows.

Program director stipend (\$2,500) may be necessary as the program grows.

H. Students

H.1. Student Profile.

The I/O major is expected meet the needs of both existing UDM students as well as attract a new group of students to the University. With regard to the specific profile, it is expected that they will reflect the overall pattern of students presently attending UDM.

I. Support

I.1. Accreditation

There is no required accreditation in the field. However, the American Psychological Association does provide standards/guidelines for Masters degree programs in the I/O field. These guidelines, as well as the offerings at other institutions have been consulted and utilized.

I.2. Program Review

The Department of Psychology and the CLAE Curriculum Review Committee reviewed and approved the summary version of this major in Fall of 2005. No reports were generated, only meeting minutes were taken at the Psychology meeting. It is not known if the CLAE produced a report. However, minutes are likely available. The Academic Leadership Team has been asked to review the program for final approval.

Once the major has been approved, it will be included in the cycle of MFA program review along with the other psychology majors. It is proposed that this review be postponed to the second cycle of review to allow for achievement of expected enrollment.

I.3. Outside Review Agencies

The Masters of Industrial/organizational Psychology Practitioner Advisory Board (a Committee of alumni and professionals in the I/O field) has been consulted on the matters of the undergraduate major as well as the 5-year joint BA/MA degree in Industrial/Organizational Psychology. The consensus was extremely positive and supportive of the concept and content of both programs.

I.4. External Funding

There is no external funding of this initiative.

I.5. Explicit Resource Requirements

There are no other resource requirements associated with implementing the major. The recent acquisition of assessment tools for the graduate I/O program will be utilized for the start-up of the undergraduate program.

Summary

The I/O Psychology major is an interdisciplinary program. It incorporates an essential core of psychology courses and follows the rationale of the recently proposed general major, while including courses in business administration. The program focuses intensively on psychological theories, principles, and research and their direct application to human behavior in the workplace.

The purpose of the I/O major is to prepare students to work in the Human Resources field at the bachelor's level, as well as provide a strong foundation for advanced study at the masters or doctoral level. It is based on a scientist-practitioner model. It is anticipated that the major will also serve to enhance enrollment in the I/O Masters program at UDM, in that several students may elect to take part in a soon-to-be proposed joint 5-year BA/MA program in Industrial/Organizational Psychology.

The re-introduction and re-naming of the Major in Industrial/organizational Psychology fits with both past practices of UDM, as well as its plans for the future to increase undergraduate enrollment. It serves the needs of current and future students and UDM as well. As an interdisciplinary program, it offers an alternative degree to those psychology students who want to pursue a career in a business setting immediately upon graduation. It is also expected to enhance recruiting because it will competitively stand out among other programs offered in the area. With regard to future plans in the Psychology Department in that it will serve as a starting point for implementing a Five-year joint BA/MA Degree in Industrial/organizational Psychology. Notably, it is expected to achieve these goals using currently offered courses, and adding only two new courses to the existing curriculum.

Appendix

UNIVERSITY OF DETROIT MERCY DEPARTMENT OF PSYCHOLOGY

Kathleen Zimmerman-Oster, PhD

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And by appointment

PYC 470 – Industrial/Organizational Psychology

Term II/Winter 2007

TH 4:00 - 6:30

Text:

Muchinsky, P. M., (2006). *Psychology applied to work, 8th ed.* Pacific Grove, CA.: Brooks/Cole Publishing Company.

Additional Readings:

There will be several additional readings provided as handouts over the course of the term. These are generally short articles that address current topics of concern in Industrial/Organizational Psychology or current research interests in industry.

Course Objectives:

- A. To provide an overview of the field of Industrial/Organizational (I/O) Psychology, including: 1) The field's history; 2) The field's relationship to the profession of psychology; 3) The sub-specialties of the field, and 4) The principles, practices, and problems of the field, and 5) to understand the social forces that have shaped the development of I/O Psychology. Specific focus will examine the Civil Rights Movement, the Civil Rights Act of 1964, and the impact of Title VII on psychology, industry, and you (i.e. Learning the Content).
- B. To provide students the opportunity to conduct and participate in I/O psychological research, report writing, and use of technical skills (i.e. Understand I/O Psychological Methods).
- C. To provide students an understanding of how I/O Psychology will directly influence and improve the quality of theirs and others' individual and communal lives as job applicants, employees, managers, leaders, and life long learners (i.e. Practical Application).
- D. To engage in interesting discussions that shed light on important aspects of human behavior and social processes (i.e. Enjoyment).
- E. To accomplish the above objectives with academic integrity and honesty. Jeopardizing this objective, through means of plagiarism or cheating on an exam, will result in failure of the course.

Assignments:

Assessment Center: The technical application of the principles of I/O Psychology will be accomplished by running an Assessment Center. We will spend approximately one week becoming familiar with a real assessment center and practicing different roles. We will actually begin the assessment center during the second week of the term.

An assessment center is a complex series of simulations/exercises that are designed to evaluate an individual on several dimensions critical to job performance. These exercises are typically tailored to the needs of a specific organization. These needs usually fall within one of three broad categories: selection, promotion, or development. However, our goals for running the assessment center can be divided into two categories, academic goals and growth goals. The academic goals include:

- understanding how the assessment of work behavior is actually conducted in the real world.
- consideration of whether or not the measurement of work behavior in an assessment center is consistent with various theories of performance appraisal.
- identification of validity and reliability problems in the performance appraisal exercises.

The growth goals include acquiring practical skills (such as interviewing strategies) as well as refining interpersonal skills (such as handling conflict situations). These goals will be accomplished through the practice and the performance of several assessment center exercises. For example, one of the exercises is a selection interview. In the assessment center you will participate in a selection interview as either the interviewer or the job candidate. Through this experience you will be able to select a presentation style that complements your abilities when you encounter a job interview and be able to recognize whether or not your interviewer is performing a valid and legal job interview. You will acquire these skills through role playing exercises and receiving feedback on your performance from the "assessors". Please note, you will have multiple opportunities to practice your role in the exercises and **the exercises themselves are not graded**. This should remove the anxiety of evaluation and enable you to focus on the training and growth aspects of the exercises. You will also keep a journal of your experiences in the training sessions and in the actual assessment center. **The journal will be graded** and help you reflect on your experiences and enable you to strengthen your performance in future interpersonal and work situations (250 points).

Reading Assignments/Discussion Questions: Attendance is important to your success. You will be expected to demonstrate your knowledge of the material you have read during daily class discussions. Attendance will be taken. The intent is to give students hands-on experience with I/O psychology. Experience cannot be gained without active participation. Class discussion/lecture will be based upon the readings listed for each day and will extend the material, not simply going over the same material presented in the book. Classes will require a high degree of participation. Therefore, it is critical that you complete the reading before class so that you will understand the material presented in class and can contribute to the discussion.

Part of your course grade will be based upon discussion questions that you turn in everyday. This assignment serves several goals:

- It will encourage you to read actively rather than passively.
- It will help you integrate the concepts of I/O with the concepts you have mastered from other courses you have completed at UDM.
- It will enable you to extend the information discussed in the readings to your own work experience.
- It will provide you with at least two questions you can ask each day during class discussion.

Each day you will turn in two questions based upon the readings from the night before. These questions should be turned in before class starts each day. The questions should reflect on the important concepts of the readings and be able to foster class discussion (150 points).

In-class Exams: There will be three non-cumulative exams which utilize the objective testing (i.e. multiple choice) format. They are scheduled in advance, so try to arrange your affairs to be present. No early or make-up exams will be given. If a scheduled exam is missed, the weight of that exam will be added to the last exam. For example, miss Exam I and Exam III will count as 400 points. However, the student must also demonstrate competency, in writing, of the material covered by a missing exam. Note: A list of "study/focus topics" for the exam will be provided.

Grading System:

A.	PYC 470:	Exam I (Chapters 1-5)	200 pts.
		Exam II (Chapters 6-10)	200 pts.
		Exam III (Chapters 11-16)	200 pts.
		Reading Assignments/Discussion Q's	150 pts.
		Assessment Center Journal	<u>250</u> pts.
		Total Points	<u>1000</u> pts.

The final grade for both portions of the course will be based on a straight scale, and will be determined by the total regular points accumulated. Students who have satisfactorily completed some extra credit points will then have these points added to their total. If this pushes their total above the regular point cut-off for their grade, then their grade will be raised. A maximum of 100 bonus points (i.e. one grade) can be earned. Bonus points will be given for conducting additional assignments (described in class), as well as for locating relevant newspaper/magazine articles and cartoons.

Feedback: You are encouraged to offer feedback throughout the course so that the course can be geared and related to your particular understanding and interests. Feel free to contact me by any of the mechanisms listed above (i.e. during office hours, telephone, fax, e-mail). Also, comments may be placed in by department mailbox.

Class Schedule:

Discussion Topic (Readings):

History of I/O (pp. 3-24)

Research Methods in I/O (pp. 25-57)

Criteria: Standards for decision making (pp. 61-90)

Predictors: Psychological Assessments (pp. 91-132)

Personnel Decisions (pp. 133-173)

(Exam 1: Chapters 1-5, and the additional readings)

Training and development (pp. 174-211)

Performance Appraisal (pp. 212-241)

Organizations and work teams (pp. 245-272)

Organizational behavior (pp. 273-289)

Stress and well-being at work (pp. 299-325)

(Exam 2: Chapters 6-10, and the additional readings)

Work Motivation (pp. 326-354)

Leadership (pp. 355-384)

Job design and organizational development (pp. 387-419)

Union/Management relations (pp. 420-447)

Ergonomics and work conditions (pp. 448-483)

The changing nature of work (pp. 484-495)

(Exam 3: Chapters 11-16, and the additional readings)