

**SYLLABUS for**  
**Practical Applications in I/O Psychology**  
APPL 655.185 (3 credit hours) Spring 2019

**Instructor:** Tom Mitchell, Ph.D. (410) 837-5348  
**Email:** [TMITCHELL@ubalt.edu](mailto:TMITCHELL@ubalt.edu)  
**Home Page:** <http://home.ubalt.edu/tmitch>  
**Office / hrs:** LC 411 Mon / Wed 12:30 - 1:30 PM  
**Class:** Thursdays 8:15 PM - 10:45 PM Room AC 408

**Sakai (webboard for class)**

- **[Student Resources for key University of Baltimore services:](#)**  
**[Contact information for key university services](#)** (bottom of page)

**I. Descriptive Information (Capstone Simulation in ppt)**

**II. Objectives of course and Student Learning Outcomes (SLOs):**

**III. Class format**

**IV. Texts recommended**

**V. Assessment**

**VI Materials / information needed for the course:**

- **[Description of Applied Psychology Consultants, Inc.](#)**
- **[Client organizations](#)**
- **[Projects](#)**
- **[Team and Project assignments](#)**
- **[Project Team Management](#)**
- **[Guidelines for Writing Team Report](#)**
- **[SPSS Data Definition Form](#)** - to be completed for each project along with the SPSS.sav Data Structure
- **[Schedule of Due Dates](#)**

**VII Requirements for Data Analyses Reports**

**VIII Bibliography**

**Schedule of Activities, Project due dates: (before class)**

**Class: Wednesdays 8:15 PM -10:45m PM**

Session #	Month	Day	Activity	JA	PA	SEL	OB
1	Jan	31	Discuss syllabus	Organize			
2	Feb	7	JA Project Disc / vendor eval				
3	Feb	14	PA Project Discussion		Organize		Organize
4	Feb	21	OB Project Discussion	Reports		Organize	
5	Feb	28	SEL Project Discussion				
6	Mar	7	Present JA Projects	Present	SPSS structure		SPSS structure
7	Mar	14	PA & OBI Progress				
	Mar	21	Spring Break				
8	Mar	28	SEL Project Progress				
9	Apr	4	SEL Project Progress			SPSS Structure	
10	Apr	11	Present OB Projects		April 13		Reports April 13
							Present Judges: Will Haller, FMP
11	Apr	18	Present OB Projects				
12	Apr	25	Present PA Projects		Present		
13	May	2	Present PPT (Jay WS)			Reports Present	
						Judges: Greg Kowalewski, Kristi Grimes Matt Ancona	
14	May	9	Present SEL Projects				
15	May	16	Present SEL Projects if needed			Present ?	

## Course Materials and resources:

### Links to relevant sources:

- [Sakai \(Webboard\)](#)
- [How to write an executive summary \(pdf file\)](#)
- [Online DOT \(new\). http://online.onetcenter.org/O\\*Net](http://online.onetcenter.org/O*Net) and DOT
- <http://www.unl.edu/buros/00testscomplete.html> (Buros index on line)
- [Value Based Management site \(information on all sorts of management techniques, etc.\)](#)
- [Student Success Resources](#)

### Professional Journals:

- [Journal Of Applied Psychology](#)
- [Personnel Psychology](#)

## I. Descriptive Information

### Catalog description:

An opportunity to practice real-world application of the competencies acquired in the degree program. Students propose solutions to simulated or actual challenges faced by organizations and demonstrate their ability to integrate and apply broad knowledge of personnel and organizational psychology. Prerequisites: APPL 632, 642, 645 and 651. This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

## II. Objectives of course and Student learning Outcomes (SLOs):

**General Objective:** Provide the student with opportunities to apply the theory and practices of I/O psychology in a workplace setting.

### *Specific Objectives are to:*

- Enable students to gain experience in applying knowledge they have acquired to solving real-world problems in human resources
- Challenge each student to integrate knowledge from personnel and organizational psychology
- Help the student to learn how to bridge the gap between theory and practical application.
- Enable the student to gain experience in working with teams to solve problems.
- Enable students to learn how to know what they don't know that they know (Berra, Y., 1989)

### *Student Learning Outcomes: at the completion of this course the student will be able to:*

- **(Job Analysis):** Analyze a job or class of jobs to identify essential duties and tasks for developing a performance appraisal and selection procedure.
- **(Performance Appraisal):** Develop an appropriate measure of job performance for a specific job or class of jobs.
- **(Applicant Selection):** Develop an appropriate staffing procedure for selecting qualified applicants for an organization.
- **(Organizational Behavior):** Analyze organizational behavior and develop effective ways to improve work performance.
- **(Experiential Teamwork):** Demonstrate an experiential understanding of how group activity may facilitate or inhibit work performance.
- **(Interpersonal Interaction):** Work effectively with others to solve Human Resources-related problems.

### **III. Class format:**

Students will act as I/O consultants to solve simulated real-world contemporary problems typically encountered in an organization. The instructor will act in a management role to pose problems that require students to utilize the competences they have learned in previous coursework. A simulated, virtual organization will provide the environment for this dynamic interaction. Students will work in teams to diagnosis problems, generate solutions, and implement them. The Instructor will respond and react to proposed solutions and implementations, providing simulated feedback with criticism, recommendations, and outcome of implementations. Both face-to-face (synchronous) and computer assisted (asynchronous) modes of communication will be used. Class discussions will be used to discuss ongoing projects and to critically evaluate the effectiveness of the organizational interventions.

Each student will work as a team member on *four assigned projects*. To accomplish the objectives for a project, each team member will utilize a set of previously developed I/O specialist competencies. In-class meetings will be held to discuss the progress of the on-going projects. Project teams will also meet in both face-to-face discussions outside of class and also in asynchronous meetings using Google Docs or Saikai platform.

Students will serve as junior I/O consultants to management at Applied Psychology Consultants, Inc. (APC), a virtual national company specializing in providing I/O consulting services to private and public sector organizations. Because of the recent success of its I/O consulting services, APC Inc. management has hired a full staff of junior consultants from the University of Baltimore's Applied Psychology MS program and begun to market its services to a wide range of new clients. Projects involve a broad range of I/O applications including job analysis, performance management (performance appraisal, motivating employees), job design, selection and placement, organizational development and many others.

Each project will be initially defined by management and assigned to a project team consisting of from two to five I/O consultants. Each group will select a **Project Team Facilitator (PTF) who** will be responsible for coordinating the project to insure that the goals and objectives are accomplish and that the project is completed on schedule. Since consultants will serve on projects for different clients, it will be necessary for teams to communicate and share relevant client information as projects progress. Each project team (PT) will:

- Identify a primary goal and the objectives that must be met to complete the project (problem to be solved or opportunity to be exploited)
- Identify potential strategies/solutions, deciding on which one(s) to implement given the restraints on time, resources, and context
- Implement the action plan(s) and assess the effectiveness of the intervention
- Provide a final report to management and present findings to the class

The Project Team Facilitator (PTF) will submit to the Sakai assignment folder the written Project Report to management. Projects will proceed simultaneously throughout the semester and progress in a dynamic manner, simulating real world applications. With the exception of the Job Analysis project the Project Team will collect data (simulated data from instructor) and obtain other information relevant to the project. In some instances, the instructor will provide information from management relevant to the projects.

#### IV. Texts recommended:

1. Northouse, P. G. (2006) *Leadership: Theory and Practice*. 5th ed. Pub: Sage ISBN 978-1-4129-7488-2 paperback
2. Landy, F. J., & Conte, J. M. (2013). [\*Work in the 21st Century: An Introduction to Industrial and Organizational Psychology\*](#). (any edition) 4th edition ISBN 978-1-118-29120-7
3. Guion., R. M., & Highhouse, S. (2006). *Essentials of Personnel Assessment and Selection: Personnel Assessment and Selection*. Taylor & Francis ISBN: 9780805852837
4. Cascio, W. F., & Aguinis, H. (2011). *Applied Psychology in Human Resource Management* (7<sup>th</sup> Ed.). Prentice Hall. ISBN: 13: 978-0-13-609095-3
5. Latham, G. P. (2007). *Work Motivation: History, Theory, Research, and Practice*. Sage: CA. ISBN: 0-7619-2017-X

#### V. Assessment:(Note that attendance is required!)

The student will be evaluated on how well he or she was able to demonstrate the application of theory and practice in accomplishing the project objectives.

#### Scoring % weights:

- **20 JA Team Report**One Project Report (each Team Leader) includes SPSS structure
- **60 PA, SEL, and OB Team reports (20% each report)**
- **20 Participation** (subjective rating by instructor for quality of class and project participation)
- **100 Percent**

<p><b>Rating scale for all assessments:</b></p> <ul style="list-style-type: none"> <li>• 0-6 = Little or no contribution</li> <li>• 7 = below expectations</li> <li>• 8 = meets expectations;</li> <li>• 9 = exceeded expectations</li> <li>• 10 = absolute top</li> </ul>	<p><b>Grade description:</b></p> <ul style="list-style-type: none"> <li>• F no significant work;</li> <li>• C below expectations;</li> <li>• B met expectations</li> <li>• B+ exceeded expectations;</li> <li>• A superior</li> </ul>
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## Requirements for Data Analyses Reports:

- **JA: Projects**

Assignment: decide online (Sakai) how you will conduct the team effort.

1. Leadership strategy (choose a leader/facilitator to ensure deadlines are met, member assignments are met)
2. Assign tasks to each team member
3. Assign report writing tasks
4. Decide roles for Ppoint development and presentation
5. Decide how team members will serve as SMEs

- JA requirements:

1. Conduct the job analysis for the purposes of developing a performance appraisal and selection procedure:
2. Determine the best method to use for the client's job (i.e, worker, work oriented, or hybrid)
3. Include a task (dimension) and KSAO matrix
4. Ensure that it complies with legal requirements

- **PA: Projects** \*\* All issues and tasks below Must be discussed / addressed in Report \*\*

1. Role of PA in Performance management
2. Alignment of competencies -> behaviors -> results -> org objectives ->mission
3. Conflicting Dual purposes of PA (administration and development)
4. Focus on behavior and/or results
5. Measurement issues: objective v. subjective, rating freq or evaluations,
6. Perceived fairness (procedural & distributive justice)
7. Role of feedback in performance management
8. Aggregating (items, dimensions, overall), weighting
9. Multi-rater issues
10. Explain reasons for choice of demographic (employee attributes)
11. Explain reasons for choice of Organizational groups (jobs, depts, geo, etc.)
12. Explain use of Criteria: subjective and objective (reliability/validity)
13. Construct SPSS data structure (var names, var labels, value labels)
14. Conduct Data analysis for PA projects
15. **Submit report / prepare for oral exam**
16. **Construct a Performance Appraisal (form) that can be used for administrative purposes and attach it as an addendum to the Report**

- [Facebook's Female Engineers Claim Bias WSJ 5-3-17](#)

1. **SEL: Projects:** \*\* All issues below Must be discussed / addressed in Report \*\*

[Can Pre-employment Tests Predict Employee Success Better than a Human? Criteria](#)

[PwC Sued Over Hiring Practice-Class-action brought by older hopefuls to test age-discrimination WSJ 4/17/17](#)

2. Purposes of the study (project specific) (Intro)
3. Benefits to organization (Intro)
4. Strategy used: (concurrent criterion-related), compared to alternatives (Intro)
5. Why & how you will handle issues of buy-in with (1) management (2) (union if applicable) and (3) incumbents. (intro and Method)

6. Sample selection strategy / choice of sample size, demographics chosen: (purpose of grouping variables in analysis and their theoretical import): e.g. gender/race/job class /region etc. (Intro/method)
7. Choice of criteria: Subjective and objective: behavioral/performance/ results / archival data / (intro/method)
8. Criterion reliability (over time/ inter-rater) (method)
9. Explain Inter-rater reliability, agreement results (include literature/theory) in lay terms (Method)
10. Explain issues of attenuation for reliability in criterion and range restriction (method)
11. Explain decision to aggregate criterion across raters at item or dimension level (method/results)
12. Choice of predictors: (Predictor types: Biodata, Work samples CAT, personality inventories, interviews, SJT, Assessment Centers (explain your reasoning for selecting/not selecting each one) (method)
13. Choice of modes of testing (explain possible alternatives), (method). Consider practical issues such as costs, scheduling, and administration
14. Placement of predictors for temporal order for effectiveness when implemented, i.e. incremental validity; and cost factors (discussion)
15. Explain potential adverse impact issues and how you will address them  
Intro/method/results/discussion
16. Write a selection protocol for for HR to use in hiring
17. **Submit report and prepare for oral exam**

- **OB: Projects** \*\* All issues below Must be discussed / addressed in Report \*\*

1. Report structure: Exec summary / intro / method & procedure / results / discussion (recommendations) Appendices
2. Why and how you computed variables
3. Describe variable types: Categorical and linear variables
4. Explain issue: Common method variance
5. Explain dimensions for JSS / how / why items are summated
6. Data analysis procedures for Survey studies
7. Explain why you are adding items specific to an issue
8. Compute JSS facets and total, compare to norms (using appropriate statistic)
9. Confirm inter-correlations among facets and calculate alphas
10. Anonymity v. confidentiality (explain why you chose one or the other)
11. Explain how buy-in was obtained (don't forget union buy in if relevant)
12. Explain Drilling down procedure / deciding on number needed in categories
13. Data analysis: Anova: group v repeated measures
14. Reporting results: Presenting to management (oral exam question)
15. **Submit report and prepare for oral exam**

## Bibliography

### Readings in Organizational Psychology (J. LeBreton, E. Tenn State)

Bass, B. M. (1997) Does the transactional-transformational Leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52, 130-139.

House, R. J. & Aditya, R. N. (1997). The social scientific study of leadership: Quo Vadis? *Journal of Management*, v. 23, 409-473

Markham, S. E. (1988). Pay for performance, a dilemma revisited: Empirical example of the importance of group effects. *J. of Applied Psychology*, 73, 172-180.

Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance; An organizational Level of Analysis. *J. of Applied Psychology*. 77, 963-974

Ryan, R.M., Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Shore, L. B. & Wayne, S. J. (1993). Commitment and employee behavior: Comparison of affective commitment and continuance commitment with perceived organizational support. *J. of Applied Psychology*, 78, 774-780

Welsh, D. H. B., Luthans, F., & Sommer, S. M. (1993). Managing Russian factory workers: The impact of U.S. -based behavioral and participative Techniques. *Academy of Management Journal*, 36, no. 1, 58-79.

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