

Industrial and Organizational Psychology

Course Details

Course Title: Industrial and Organizational Psychology

Course Code: HRM-821

Prerequisite:

Program: MS HRM

Credit Hours: 3

Course Description

1. This course is an exploration of how psychology, the science of behavior and mental processes, is applied in the workplace. The field of Industrial/Organizational (I/O) psychology embraces two broad, closely related, and overlapping scientific approaches to the psychology of work. Organizational psychologists work at the level of the organization. Some conduct research, others occupy staff positions, and still others serve as consultants on matters of leadership, job satisfaction, worker motivation, organizational communication, conflict management, organizational change, and group processes. Industrial psychologists work at the personnel, employee relations, and human resources level. They practice psychology within the work setting, are heavily involved with data and statistics, and engage in a variety of activities including recruitment and interviewing, selection and placement, job analysis and evaluation, training and development, performance appraisal, compliance with state and federal laws, and participation in litigation. Both areas of I/O psychology rely on scientific research methods to advance knowledge through the design, implementation, and evaluation of various processes.

Course Objectives

2. The objectives of the course are for students to:
 - a. Have a general understanding and appreciation of the role of human behavior, particularly at the individual, familial, organizational, and societal levels.
 - b. Demonstrate knowledge of the biological and conceptual languages of the brain and their
 - c. potential permutations and combinations and the ability to apply this knowledge to the creation of new frameworks of thought.
 - d. Have a general understanding and appreciation of the connection between scientific inquiry and the creative and artistic dimensions in the field of Psychology.

- e. Be able to engage in ethical analysis of professional problems in light of the Code of Professional

Learning Outcomes

- 3. Upon completion of this course students will be able to:
 - a. Explain the role of industrial/organizational theory in the workplace.
 - b. Demonstrate the basic philosophical issues on which organizational theory operates.
 - c. Analyze how organizational assumptions are evaluated.
 - d. Develop reasoning for the usefulness of organizational psychology in the workplace.
 - e. Defend the utility of industrial/organizational psychology through research.

Recommended Books/Readings

- Muchinsky, P. M. (2011). Psychology Applied to Work (10th ed.). Summerfield, NC: Hypergraphic
- Organizational Psychology & Behavior “An Integrated Approach To Understanding The Workplace” By: Zinta S. Byrne
- Human Resource Management and Industrial/Organisational Psychology, Seteven Carley and Dan McGowwan, 2014

Course Content

Week	Lecture / Topic
1	<p>Introduction</p> <p>Introduction to Course Participants Discussion on Course Outline History and Evolution of Industrial / Organizational Psychology Ontology and Epistemology of Administrative Science</p>
2	<p>Organizational Behavior and Theory – Origins and Evolution</p> <p>Specific Questions: What are the origins of organizational science? What theoretical paradigm shifts have been observed in this field of study? What drivers have contributed to the evolution of organizational science? What are</p>

the barriers to the advances in this field?

1. Cannella, A. A. and Paetzold, R. 1994. Pfeffer's Barriers to the Advance of Organizational Science: A Rejoinder. *Academy of Management Review*, Vol. 19, No. 2, pp. 331-341
2. Davis K. 1968. Evolving Models of Organizational Behavior. *Academy of Management Journal*, Vol. 11, No. 1 pp. 27-38
3. Locke, E. A. 1982. The Ideas of Frederick W. Taylor: An Evaluation. *Academy of Management Review*, Vol. 7, No. 1 pp. 14-24
4. Romanelli, E. 1991. The Evolution of New Organizational Forms. *Annual Review of Sociology*, Vol. 17, pp. 79-103

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Seminar - The Person Situation Debate

Specific Questions:

What determines behavior? Traits or situation? What implications does it have for management? What are the criticisms of trait and situation theses? Are these perspectives mutually exclusive, complementary or integrative?

1. Barrick, M. R. and Mount, M. K. 1991, The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44: 1–26
2. Staw, B. Bell, N. & Clausen, J. 1986. The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*, 31: 56-77
3. Blake, A. & Pfeffer, J. 1989. Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review*, 14: 385-400
4. Fleeson, W. 2004. Moving personality beyond the person-situation debate: the challenge and the opportunity of within-person variability. *Current Directions in Psychological Science*, Vol. 13, No. 2 pp. 83-87
5. William Joyce, John W. Slocum, Jr. and Mary Ann Von Glinow.

1982. Person-Situation Interaction: Competing Models of Fit. *Journal of Occupational Behaviour*, Vol. 3, No. 4, pp. 265-280

4 & 5 **Seminar - Employee Motivation**

Specific questions:

What is employee motivation? What are the central constructs and criticism of expectancy theory? What are the central constructs and criticism of Herzberg theory? Can motivation theories predict behavior? Performance? Commitment? Are these theories relevant? Measurable?

1. Mark V. Roehling, (1997), "The origins and early development of the psychological contract construct ", *Journal of Management History*, Vol. 3 Iss 2 pp. 204 – 217
2. Nigel Bassett, Jones Geoffrey C. Lloyd, (2005), "Does Herzberg's motivation theory have staying power?" *Journal of Management Development*, Vol. 24 Iss 10 pp. 929 - 943
3. Carolyn Wiley, (1997), "What motivates employees according to over 40 years of motivation surveys", *International Journal of Manpower*, Vol. 18 Iss 3 pp. 263-280
4. Mark A. Tietjen, Robert M. Myers, (1998), "Motivation and job satisfaction", *Management Decision*, Vol. 36 Iss 4 pp. 226-231
5. Orlando Behling and Frederick A. Starke, (1973), "The Postulates of Expectancy Theory", *Academy of Management Journal*, Vol. 16:373-388
6. Terence R. Mitchell, (1982), "Motivation: New Directions for Theory, Research, and Practice", *Academy of Management Review*, Vol. 7:80-88
7. Kerr, S. 1995. On the folly of rewarding A, while hoping for B, *Academy of Management Executive*.

6 **Seminar - Groups and Teams**

Specific Questions:

How and why are groups formed? What the characteristics are of groups and teams? What variables effect group development and performance? What is group conflict? What is psychological safety?

1. Gersick, C. J. G. 1988. Time and transition in work teams: Toward

a new model of group development. *Academy of Management Journal*, 31, 9-41.

2. Salk, J.E., & Brannen, M.Y. 2000. National culture, networks, and individual influence in a multinational management team, *Academy of Management Journal*, 43, 191-202.
3. Jehn, K. A. 1995. A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 40, 256-282.
4. Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44, 350-383.
5. J. Richard Hackman, 2012. From causes to conditions in group research. *Journal of Organizational Behavior*. Vol. 33, pp. 428-444

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Seminar – “Decision-Making Theories”

Specific questions:

How do decisions get made in organizations? What is the difference between individuals making decisions and organizations making decisions? How are decisions made under uncertainty? Are decision makers rational? Do organizations have goals that guide their action? Who sets these goals? Do goals guide action or vice versa?

1. Eisenhardt, K. M., and M. J. Zbaracki, 1992. “Strategic decision making”, *Strategic Management Journal*, vol. 13, pp. 17- 37.
2. Anderson, P. A., 1983. “Decision making by objection and the Cuban missile crisis”, *Administrative Science Quarterly*, vol. 28, no. 2, pp. 201-222.
3. Cohen, M. D., J. G. March and J. P. Olsen, 1972. “A garbage can model of organizational choice”, *Administrative Science Quarterly*, vol. 17, no. 1, pp. 1-25.
4. Fredrickson, J. W. and T. R. Mitchell, 1984. “Strategic decision processes: Comprehensiveness and performance in an industry with an unstable environment”, *Academy of Management Journal*, vol. 27, no. 2, pp. 399-423.
5. Ketokivi, M. and X. Castañer, 2004. “Strategic planning as an integrative device”, *Administrative Science Quarterly*, vol. 49, no. 3, pp. 337-365.

	6. Mintzberg, H., D. Raisinghani, and A. Théorêt, 1976. "The structure of 'unstructured' decision processes", <i>Administrative Science Quarterly</i> , vol. 21, pp. 246-275.
8	Seminar – "Leadership in Organizations and Teams" Text readings
9	Midterms
10	Seminar –"Occupational Stress – Causes and Strategies for Coping" Text Readings
11	Seminar - "Transformation – Organization Culture and Environment"
12	Seminar - "Organization and its Environment - Contingency Theory"
13	Seminar – Ethical issues related to I / O Psychology
14	Review and Critique of Research Papers
15	Review and Critique of Research Papers
16	Review and Critique of Research Papers