

Psychology 334 (A01)
Organizational Psychology
CRN: 22705
Session: Spring 2022

Class Time and Location

Tuesday, Wednesday, and Thursday: 2:30 to 3:20 pm. Location: online
Meeting ID

Professor

Dr. Jim Gibson, PhD

Email

are current societal changes and events presenting to I/O psychologists? Why should I/O psychologists examine individual differences? Would it be better to identify how people are the same rather than how they are different? Does it make a difference how we assess abilities and personality? Why is measuring job performance so important? Who are the stakeholders in the staffing process? What goes into implementing and testing a training program? How can leaders/managers motivate others?

Pre-requisites: The pre-requisite for this course is Psych 231. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without pre-requisites are not exempt from having to complete the pre-requisite course(s) at some later date if such courses are required for the degree program. Please check your registration status before the end of the add-period (Jan 26) to ensure your enrolment, Jan 23 for 100% fee reduction. The deadline to drop this course without penalty of failure is Feb 28.

Notes on Well-Being

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives are well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Be Well: I want to remind you to take care of yourself. Do your best to maintain a healthy 5d benefresIt y ofys

- b. Describe complex interpersonal relationship concepts and processes in simple terms to people who are not familiar with the area.
- c. Understand and critique theoretical and methodological research.
- d. Foster enthusiasm for the field.

Course Structure: Class time will be spent in a variety of ways: lectures, guest lectures, role-plays, films, demonstrations, and experiential activities. I expect you to read the relevant text material before each class. Class time is meant to:

- a. Review some of the information students may have difficulty understanding.
- b.

for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course."
https://www.uvic.ca/calendar/future/grad/#/policy/BJujesM_E?bc=true&bcCurrent=02%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Faculty%20Academic%20Regulations&bcItemType=policies

Tentative dates for test replacement papers:

Test-replacement Paper 1

Test-replacement Paper 2

Test-replacement Paper 3

Test-replacement Paper 4 TBA, check on Brightspace

2. Optional Assignments: Class Presentations, Digital Posters, Paper, Oral Defense, Experiential Project, Article Summaries, Digital Presentation, Pop Quizzes, or You Design.

Everyone has different strengths and weaknesses. I would like to give you an opportunity to work on your strengths. I hope

replacement papers with the exception that the paper option topic can be on anything covered in the entire course. The paper for this option must be submitted in the Brightspace Assignment “Paper Option” before the last class. I will not accept late or improperly saved papers. Total marks = 16. **Do not** put this paper in the Test-replacement Assignment drop-box.

Option 4. Oral Defense of two assigned research articles. If you elect this option, then you will have to speak with me during office hours to arrange a day and time. I will assign you two articles to read no more than 7 days before the meeting. I will ask you various questions about the assigned reading. The oral defense will take no more than 20 minutes. **We will not conduct oral defenses in the last week of classes.** More information regarding this assignment can be found on Brightspace in the document “Guidelines for Oral Defense.” Total marks = 16.

Option 5. Experiential Project. If you elect this option you must engage in an activity or experience

Research Participation SONA (total = 1 to 9 marks)

For each optional assignment you successfully complete you qualify to earn 1 bonus mark toward your final grade by participating in research studies conducted in the Department of Psychology. If you complete and pass two optional assignments, then you qualify to earn 2 bonus marks, three optional assignments, then 3 bonus marks, and so on, up to 9 bonus marks if you complete and pass all nine optional assignments. For details on participating in research studies, go to (<https://uvc.sona-systems.com/Default.aspx?ReturnUrl=/>) or the Department of Psychology web site (web.uvic.ca/psyc) and click on the research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system.

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of a primary peer-reviewed research report relevant to the course. The review will be worth one mark for extra credit. You are eligible to submit as many reviews as submitted assignments. Please speak with me about suitable journals and my approval for the article you have chosen before writing a review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify me no later than the second term test.
- You cannot use an article for this review that was used for any other component of the course (e.g., test-replacement paper, presentation, poster, optional paper, etc.).
- Completed reviews must be emailed to me as an attachment in PDF or Word format no later than the last day of class in this course. Late submissions will NOT be accepted under ANY circumstances.
- Fully identify the title, author(s), source, and year of the article.
- Clearly summarize the psychological concepts in the article, the methods, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

Evaluation Criteria

I use the I.C.E. as a method of grading all material. Specifically, “I” stands for information, “C” stands for connections, and “E” stands for expansions. I evaluate the quality of the information, that is, whether the facts are relevant, accurately defined, clear, and comprehensive. This will require you to consider, explain, and justify points you raise and why. In doing so, you may document that Point A and Point Bvaluatri Axl and w (o di)-2 (s)

page where the assignment was originally posted, typically with the term “marked” appended (e.g., “Jane Doe marked.docx”). Please allow us up to 5-7 days to mark all the papers. Comments will be written in your document via track changes. Please review the comments embedded in your text, and if, after reviewing your work and feedback, you have any concerns or questions, please see the last paragraph in the guidelines and follow those instructions.

Course Experience Survey

I value your feedback on this course. After the second test I will ask you to write one thing you would like me to change about the course and one thing you would like me not to change. I will consider your recommendations to modify the course for the second half. In addition, in the last 10 minutes of the last class, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). When the course is 5/6 over, an email will be sent inviting you to complete the CES online. I will set aside approximately 10 minutes at the beginning of the last class of the term for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. You will need your UVic NetLink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.

334 A01: Tentative schedule 2:30 to 3:20 Monday, Wednesday, and Thursday

Jan 10 to 29
(8 classes) Section 1: Introductions & Assessment for Personnel Decisions
Readings: Section 1 Selection (posted on Brightspace in PDF)
Topics: History of profession, Job analysis, Criterion Measurement, Predictors, Selection Decisions, Performance Appraisal

Jan 20 **Test 1 Replacement Paper due by 2:30 pm on Brightspace**
Jan 26 Test review: Last day to add courses – ensure you are registered
Jan 27 Activity 1

Sept 31 **Test 1 on Material in Section 1; opens 2:30, closes Feb 1 at 2:30. Photos due**
Feb 2 to Oct 21 Section 2: Training and Development
(8 classes) Readings: Section 2 Training & Development (posted on Brightspace in PDF)
Topics: Perception, Learning, Emotions, & Motivation

Feb 18 **Test 2 Replacement Paper due by 2:30 pm on Brightspace**
Feb 17 Activity 2

Feb 28 **Test 2 on Material on Section 2, opens at 2:30 and closes Mar 1 at 2:30. Last day to withdraw from the term.**

Mar 2 to 17 Section 3: My Survey (one thing to change, one thing to keep the same)
(8 classes) Organizational Structure and Culture
Readings: Section 3 Culture (posted on Brightspace in PDF)
Topics: Structure, Culture, Teams, Decision Making, Creativity, and Stress

Mar 11 **Test 3 Replacement Paper due by 2:30 pm on Brightspace**
Mar 16 Activity 3

Mar 17 Test review

Mar 21 **Test 3 on Material on Section 3, opens at 2:30 closes Mar 22 at 2:30 pm.**

Mar 23 to April 7 Section 4: Organizational Change
(8 classes) Readings: Section 4 Organizational Change (posted on Brightspace in PDF)
Topics: Power and Politics, Communication, Conflict, Negotiation and Leadership

April 7 **Activity 4 and All Optional Assignment 0 BDC Oon B bhFopic37 0 Tw 4.13 0 Td()Tj0.002**

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity