

NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York School of Arts & Sciences
Department of Social Science Course Outline

Course code: PSY 2404

Course title: Personnel and Organizational Psychology

Class hours/credits: 3 class hours, 3 credits

Prerequisite: PSY 1101

Pathways: Individual and Society

Catalog Description: Theory and techniques of personnel problems in industry and business. Dynamics of individual and group behavior in work situations, selection, evaluation methods, interviewing and leadership development. The psychological implications of mechanization and automation are considered.

COURSE DESCRIPTION: Students will demonstrate a familiarity with psychological testing, performance appraisal, training and development, work teams, organizational development, and methodology and statistical logic as relevant to industrial/organizational behavior. Other topics include worker motivation, leadership, and group and organizational dynamics, affirmative action, sexual harassment, downsizing, mergers and acquisitions, stress in the workplace, union/management relations, and a variety of work-related ethical and mental health concerns.

Capstone Course Statement:

This course fulfills the LAA/LAS Associate Capstone requirement, though it can also be taken for other requirements and electives. The City Tech LAA/LAS Associate Capstone is designed for students entering their second year in the program. LAA/LAS Associate Capstone courses are meant to prepare students to continue their studies in a bachelor's degree, third-year, or junior, level. In addition, Associate Capstone courses are meant to help students develop an awareness of the importance of knowledge, values and skills developed in general education courses; and to integrate this knowledge, these values and these skills into their advanced academic study and professional careers. Please ask the instructor if you have any questions about what the LAA/LAS Associate Capstone requirement entails.

RECOMMENDED TEXTBOOK (S) and/or MATERIALS*

- Industrial/Organizational Psychology, 4th edition (2013) by Paul Levy
- Industrial/Organizational Psychology, 8th edition (2015) by Michael G. Aamodt
- Introduction to Industrial/Organizational Psychology, 5th edition (2013) by Ronald E. Riggio
- Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology, 11th edition (2015) by Paul Muchinsky

*These are suggested industry standard industrial/organizational psychology texts; instructors may choose their own.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS*
1. Demonstrate a knowledge of how psychological principles are applied to the world of work including theoretical perspectives, history and current knowledge.	1. This will be assessed by a variety of methods including objective or subjective exam items; oral or written presentations; and assignments.
2. Demonstrate an understanding of the different research methods and research components (e.g., variables) that psychologists use in industrial and organizational psychology.	2. Exams, assignments, and discussions will serve as tools for students to identify and apply research methods concepts used in the field.

** may vary slightly per instructor to suit their own needs*

PATHWAYS INDIVIDUAL AND SOCIETY LEARNING GOALS

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
2. Examine how an individual's place in society affects experiences, values, or choices.
3. Articulate ethical uses of data and other information resources to respond to problems and questions.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS*
KNOWLEDGE: To develop an introductory understanding of Industrial/Organizational Psychology concepts, topics and theories of how to address Industrial/Organizational Psychology problems.	Quiz on basic concepts; multiple choice and short essay questions on exams.
SKILLS: Develop and apply the tools of Industrial/Organizational Psychology analysis to critically question, analyze, and discuss problems and issues; Develop and strengthen the ability to discuss concepts and thoughts in writing INTEGRATION: Apply the tools of Industrial/Organizational Psychology analysis and the perspective to the understanding of other disciplines.	Completion of three short assignments structured to focus on a current Industrial/Organizational Psychology problem or issue; students analyze, evaluate and consider policy options to address.
INTEGRATION: Work productively within and across disciplines.	Quizzes, exams, essays, class discussions, and in-class small group work that draws on various resources in sociology and other disciplines.

<p>VALUES, ETHICS, AND RELATIONSHIPS: Develop and understanding of and ability to apply diverse perspectives to the understanding of Industrial/Organizational Psychology issues; work creatively with others in group problem solving; develop a respect for diverse viewpoints; apply the skills and concepts covered in the course to the analysis of related issues and concepts across other disciplines.</p>	<p>Short essay assignments; short answer questions on midterm and final exams. Weekly in-class group discussions and assignments.</p>
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** may vary slightly per instructor to suit their own needs*

ASSIGNMENTS and other course requirements*

2 Exams	33.3%
Final Exam	33.3%
Assignments	16.7%
Research Project/Presentation	16.7%
Total	100%

Sample Research Project. The research translation project requires that you (a) identify at least two recently-published research studies on a topic that is relevant to the course, (b) describe (translate) the content of those studies in a paper written for a professional audience, and (c) discuss the applied implications of those studies. The paper must convey useful, detailed, and understandable information about recent research in I-O Psychology, and must be written in a way that is understandable to a well-educated but non-technical professional reader (e.g., a human resources manager who has never taken a course in psychology!). You have the option of doing it either by yourself (i.e., as an individual contributor) or as part of a 3-person team. A component of your grade is the class presentation. Note that the project is presented there as if it were an employee work assignment, with you - and everyone else in the class - being new employees of a hypothetical company called BSC International.

*This is a guideline or sample that instructors may choose to select or adapt.

METHOD OF GRADING

New York City College of Technology's official grading scale will be used: 93-100% (A), 90-92.9% (A-), 87-89.9% (B+), 83-86.9% (B), 80-82.9% (B-), 77-79.9% (C+), 70-76.9% (C), 60-69.9% (D), 59.9% and below (F).

ATTENDANCE POLICY

It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade

overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Instructors may including a reasonable “Participation” grade into their final grade calculations for this course.

ACADEMIC INTEGRITY POLICY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

STUDENT ACCESSIBILITY

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the [Student Accessibility Center](#).

COMMITMENT TO STUDENT DIVERSITY

The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

SAMPLE SEQUENCE OF TOPICS AND TIME ALLOCATIONS

Content	Hours
<p>Part One: Introduction</p> <ol style="list-style-type: none"> 1. Introduction: Definitions and History <ol style="list-style-type: none"> a. What is Industrial/Organizational Psychology? b. The Science and Practice of Industrial/Organizational Psychology c. Roots and Early History of Industrial/Organizational Psychology d. Industrial/Organizational Psychology Today and in the Future 2. Research Methods in Industrial/ Organizational Psychology <ol style="list-style-type: none"> a. Social Scientific Research Methods b. Major Research Designs c. Measurement of Variables d. Statistics e. Interpreting and Using Research Results 	9
<p>Part Two: Personnel Issues</p> <ol style="list-style-type: none"> 3. Job Analysis <ol style="list-style-type: none"> a. Job Analysis Methods b. Job Analysis and the ADA c. Job Evaluation and Comparable Worth 4. Employee Selection <ol style="list-style-type: none"> a. Employee Recruitment b. Employee Screening c. Employee Selection and Placement 5. Evaluating Employee Performance <ol style="list-style-type: none"> a. The Measurement of Job Performance <ol style="list-style-type: none"> i. Methods of Rating Performance ii. Problems and Pitfalls in Performance Appraisals b. The Performance Appraisal Process c. Legal Concerns in Performance Appraisals d. Team Appraisals and the Future of Performance Appraisals 6. Employee Training and Development <ol style="list-style-type: none"> a. Areas of Employee Training b. Fundamental Issues in Employee Training c. Diversity and Equal Employment Opportunity Issues in Employee Training 	12

<p>Part Three: Worker Issues</p> <p>7. Motivation</p> <ul style="list-style-type: none"> a. Need Theories of Motivation b. Behavior-based Theories of Motivation c. Job Design Theories of Motivation d. Cognitive Theories of Motivation e. Comparing, Contrasting, and Combining the Different Motivation Theories f. The Relationship Between Motivation and Performance <p>8. Job Satisfaction and Positive Employee Attitudes & Behaviors</p> <ul style="list-style-type: none"> a. Job Satisfaction b. Organizational Commitment c. Job Satisfaction, Organizational Commitment, and Employee Attendance d. Increasing Job Satisfaction and Organizational Commitment e. Positive Employee Attitudes & Behaviors <p>9. Worker Stress and Negative Employee Attitudes & Behaviors</p> <ul style="list-style-type: none"> a. Defining Worker Stress <ul style="list-style-type: none"> i. Sources of Worker Stress ii. Effects of Worker Stress iii. Coping with Worker Stress iv. Negative Employee Attitudes & Behaviors 	11
<p>Part Four: Work Group and Organizational Issues</p> <p>10. Communication in the Workplace</p> <ul style="list-style-type: none"> a. The Communication Process b. The Flow of Communication in Work Organizations c. Organizational Communication and Work Outcomes <p>11. Group Processes in Work Organizations</p> <ul style="list-style-type: none"> a. Defining Work Groups b. Basic Group Processes c. Group Decision-making Processes d. Teams and Teamwork <p>12. Leadership</p> <ul style="list-style-type: none"> a. Universalist Theories of Leadership b. Behavioral Theories of Leadership c. Contingency Theories of Leadership d. Charismatic and Transformational Leadership Theories e. Comparing and Contrasting Theories of Leadership f. Applications of Leadership Theories <p>13. Influence, Power, and Politics</p> <ul style="list-style-type: none"> a. Influence: The Use of Social Control b. Power: A Major Force in Work Organizations 	12

Total	45
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*The time allocated for each major subject in the course outline includes time spent in lecturing, discussion reviews for exams, reviews of exam results, recording attendance, instruction in writing papers, and instructions in how to carry out research. The time allocations are to serve as approximations and are not to be rigidly adhered to. The Social Science faculty recognize that there are many valid educational reasons why deviation from the approximations would be ideal. These include but are not limited to student interest and recent developments in the field.

Revised by Peter Parides in Spring 2021