

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

PSYC640

Course Summary

Course : PSYC640 **Title :** Advanced Topics in Industrial/Organizational Psychology

Length of Course : 8 **Faculty :**

Prerequisites : PSYC512 **Credit Hours :** 3

Description

Course Description:

This course provides an in-depth exploration of the industrial organizational theory and research. With a focus on application and problem solving in organizational and work contexts, students will evaluate theories and investigate research on motivation, leadership, employee training, performance management, and work/life balance. (Prerequisite: PSYC512)

Course Scope:

This course guides students through advanced level, in-depth study of business psychology concepts and applicable models used in the practice of industrial/ organizational business consulting, assessment, and management. This course investigates the processes that employees and organizations encounter through a psychological lens. It investigates motivations behind job selection, performance management, hiring processes, and career growth through retirement. It not only examines how and why employees develop throughout their careers, but how organizations are designed and can be created to maximize productivity with both the employees and the company itself.

Objectives

CO1: Compare and contrast commonly used and referenced I/O psychological models.

CO2: Examine the major theories of human motivation and the relationship of motivation to human vocational performance.

CO3: Analyze different approaches used by companies and employees alike throughout the vocational lifespan.

CO4: Demonstrate an understanding of the basic principles and assessment techniques as a function of employee selection and business growth and development.

CO5: Create a professional level interaction piece that provides a basic level of consultation and organizational commitment.

CO6: Evaluate an organization's competitive proficiency and address ways to improve market position in an I/O consultative fashion.

Outline

Week 1:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Week One Discussion

Week 2:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Week Two Discussion

Week 3:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Week 3 paper due Sunday

Week 4:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Week Four Discussion

Week 5:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Week 5 paper due Sunday

Week 6:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Week Six Discussion

Consultation Form due Sunday

Week 7:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Final Assignment/ Presentation due Sunday

Week 8:

Learning Outcomes

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers

(<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Week Eight Discussion

Evaluation

Discussions: Due Weeks 1, 2, 4, 6, and 8

Scholarly dialogs with classmates will be based on engagement with assigned course readings and/or related multi-media and will take place in the online classroom on designated Discussions. General posting and topical instructions for each dialog are posted on its respective discussion. No references are required for the discussions. Reply posts are required in order to ensure Discussion interaction. The initial posting is due on Wednesday and the replies are due on Sunday.

Holland Occupational Theme Test: Due Week 3

Students will take the brief online test. In a 4-5 page paper (excluding title page and references), you will provide an introduction section citing the purpose of the test. Using at least two additional peer-reviewed sources, detail the utility of this test. Feel free to discuss its practicality, reliability, validity, anything you wish as long as your position is supported. After the literature review, discuss your results and specify how well they apply to you and what the implications are for the test's use as an assessment tool. Make sure to include a conclusion. I would also urge the use of headings and subheadings to break up your paper and to ensure that you cover every aspect as required.

Big 5 Personality Constructs and Job Performance: Due Week 5

Take the Inventory (<https://openpsychometrics.org/tests/IPIP-BFFM/>) and record your score. Construct a 4-5-page (not including title page and reference section, no abstract needed) paper detailing the function of this tool. Then discuss the use of the Big 5 Personality Assessment as a job performance predictor. Investigate its merits and utility in assessing an individual's future performance and role aptitude and happiness. Feel free to elaborate on the pros and cons, just support your claims with proper citations/ sources. Move on to discuss your results and how accurate you think they are. Elaborate on what the scores mean for your personal job outlook and position requirements. Conclude with your personal feelings on using the Big 5 alone, not at all, or in conjunction with other assessments in employee selection and job placement. Make sure to include at least two academic articles to support your claims.

Consultation Agreement: Due Week 6

Students will present a consultation agreement form outlining the services they are to offer to the business chosen for the SWOT analysis for the week 7 assignment. This can be obtained or created. Students are graded based on thoroughness and applicability of the created form

SWOT Analysis Assignment: Due Week 7

Students will conduct a SWOT analysis on a real or imagined business and present the result in a powerpoint or PREZI presentation. A 4-5 page written analysis depicting the entire SWOT process is to be included. Sections in the Simoneaux article (Here is a direct link to the Simoneaux article-
http://ezproxy.apus.edu/login?url=https://search.proquest.com/docview/860007592?rfr_id=info%3Axi%2Fsid%3Aprimo) are to be used as headings/ subheadings-See pages 76-78. Proper APA adherence is expected for the title page, text body and reference section. No abstract is needed.

The paper should contain a minimum of four empirical research studies. This assignment should be 4 to 5 pages in length excluding the title page, and reference section and must be complete in APA format (7th ed.). The presentation portion should follow the written portion. Use headings to keep the slides and sections organized. Prepare this as if you were presenting the slides as a proposal to the company. Be concise, yet thorough. Don't overthink this. Use the format indicated and add your own flair. Make sure to cite all sources

where you use them.

Grading:

Name	Grade %
Week 3 Paper	17.00%
Week 5 Paper	17.00
Week 6 Consultation Form	10.00%
Forums	32.00%
Forum 1	6.40 %
Forum 2	6.40 %
Forum 4	6.40 %
Forum 6	6.40 %
Forum 8	6.40 %
Week 7 Written Assignment	12.00%
Week 7 Presentation	12.00%
Total Points:	100

Grading:

Name	Grade %
Discussions	32.00 %
Week One: Introduction	6.40 %
Week Two: Work-Family Balance	6.40 %
Week Four: Work Stress and Job Satisfaction	6.40 %
Week Six: Leadership	6.40 %
Week Eight: Organizational Development (Lewin's Model) and Course Summary	6.40 %
Written Assignments	34.00 %
Holland Occupational Theme Test: Due Week 3	17.00 %
Big 5 Personality Constructs and Job Performance: Due Week 5	17.00 %
Consultation Agreement	10.00 %
Consultation Agreement: Due Week 6	10.00 %
SWOT Analysis	24.00 %
SWOT Analysis Assignment: Due Week 7	24.00 %

Materials

Book Title: Organizational Psychology : A Scientist-Practitioner Approach - eBook available in the APUS Online Library

Author: Jex and Britt

Publication Info: Wiley Lib

ISBN: 9781118724071

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Text for PSYC 640:

Jex, S. M., & Britt, T. W. (2014). Organizational psychology : a scientist-practitioner approach (3rd edition). Retrieved from <https://ebookcentral-proquest-com.ezproxy1.apus.edu>

Article(s):

Simoneaux, S., & Stroud, C. (2011). BUSINESS BEST PRACTICES: SWOT Analysis: The Annual Check-Up for a Business. Journal of Pension Benefits, 18(3), 75–78. Retrieved from <http://search.proquest.com/docview/860007592/>

Websites/ Links:

Big Five Personality Assessment:

<https://openpsychometrics.org/tests/IPIP-BFFM/>

Holland Occupational Theme Open Test:

<https://openpsychometrics.org/tests/RIASEC/>

*This questionnaire simply asks whether you enjoy/ like or dislike doing certain things. While you can navigate the site using a keyboard, none of the radial buttons in the test are labeled. Responses are on a 5-point Likert style scale from Left to Right, ranging from "Dislike" on the left to "Enjoy" on the right. Choose the response that most closely matches your feelings on the item.

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments – APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not

substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will respond to student communications within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)

- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.