

Psyc 639**Advanced I/O Psychology****Fall 2020**

Instructor:	Dr. Derek Chapman	Lecture Location:	Zoom
Phone:	403-700-9710	Lecture Days/Time:	Tues 2-4:45
Email:	dchapman@ucalgary.ca		
Office: zoom			
Office Hours:	By appointment		

Course Description and Objectives

This course is an advanced level introduction to the field of I/O psychology. It is not designed to cover each of the topic areas substantially but rather, to familiarize the student with some classic readings and recent publications related to many areas of investigation within I/O psychology.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below.

Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

Required Texts and Readings

Primary readings available through U of C library.

Technology Requirements:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection

Assessment Methods

Research Proposal 35%

Thought papers 20%

Class participation 15%

Presentations 25%

Individual Research Proposal:

Students are required to write an APA style research proposal examining one of the areas covered in the course (to be approved by the instructor). The proposal should be something that could (and perhaps will) be practically conducted and if properly conducted, would add to the body of knowledge of I/O psychology. This proposal would include what would normally be the introduction and method sections of an empirical paper (including lit. review, hypotheses, methods, sample, analyses proposed etc.). The length should be 12-20 pages. A short (one page) description of what you plan to do is due in class on week 6. The final paper is due on the last day of class. A grading rubric will be published on D2L.

What is a thought paper?

For some weeks you will be required to submit a short (no longer than 3 pages double spaced), paper summarizing your thoughts about the readings for that week. The thought paper is to be written in a narrative rather than in bullet form. A good thought paper points out both positive features of the readings, as well as critical assessments of the concepts and methodologies employed in the studies. An excellent paper would also suggest alternative studies that could be run (in brief) present competing theories etc. A grading rubric will be published on D2L. For this course you will write 5 thought papers. See the course lecture schedule for dates when thought papers are required. Thought papers are to be submitted by email to the instructor prior to the class start time on the day the paper is due.

Presentations

Students will have two 30 minute presentations during the semester. Topics will be chosen during the first class. Students will choose two recent articles related to the topic that week and provide a summary for the class using powerpoint. At least one week prior to the presentation the student should contact the instructor by email with their chosen readings and get pre-approved to present those papers. A grading rubric will be provided on D2L. Missed presentations without prior approval from the instructor will be graded 0%.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic	Readings
T Sep 8	Organization Meeting	University Lectures begin. Orientation Meeting for the class
T Sep 15	I/O Background and Legal issues	<p>Pyburn, Ployhart & Kravitz (2008). The Diversity-Validity Dilemma- Overview and Legal Context. <i>Personnel Psychology</i>, 61, 143-151.</p> <p>Ployhart & Holtz (2008). The Diversity-Validity Dilemma- Strategies for Reducing Racioethnic and subgroup differences and adverse impact in selection. <i>Personnel Psychology</i>, 61, 153-172.</p> <p>Chad H. Van Iddekinge John D. Arnold Rachel E. Frieder Philip L. Roth (2019) A meta-analysis of the criterion-related validity of prehire work experience, <i>Personnel Psychology</i>.</p> <p>https://doiorg.ezproxy.lib.ucalgary.ca/10.1111/peps.12335</p>

R Sep 17		Last day to drop a class without financial penalty
F Sep 18		Last day to add or swap a course
T Sep 22	Introduction to Recruiting	<p>Chapman, D.S., Uggerslev, K.L., Carroll, S.A., Piasentin, K.A. and Jones, D.A.. (2005) Applicant Attraction to Organizations and Job Choice: A Meta-Analytic Review of the Correlates of Recruiting Outcomes." <i>Journal of Applied Psychology</i> 90, 928-944.</p> <p><i>Kraichy, D & Chapman, D</i> (2014). "Tailoring Web-Based Recruiting Messages: Individual Differences in the Persuasiveness of Affective and Cognitive Messages" <i>Journal of Business and Psychology</i>.</p> <p>Kang Yang Trevor Yu (2019). Influencing how one is seen by potential talent: Organizational impression management among recruiting firms. <i>Journal of Applied Psychology</i>, 104(7), 888–906. https://doi-org.ezproxy.lib.ucalgary.ca/10.1037/apl0000386</p>
F Sep 25		Fee payment deadline for Fall Term full and half courses.
T Sep 29	<p>Selection Overview I Testing</p> <p>Thought Paper 1</p>	<p>Ryan A.M. and Ployhart R.E.(2014) A Century of Selection. <i>Annual Review of Psychology</i> Vol. 65: 693-717</p> <p>Muchinsky, P.M. (2004) When The Psychometrics Of Test Development Meets Organizational Realities: A Conceptual Framework For Organizational Change, Examples, And Recommendations. <i>Personnel Psychology</i>. 57,175-210.</p> <p>Arthur, W. & Villado A.J. (2008). The Importance of Distinguishing Between Constructs and Methods When Comparing Predictors in Personnel Selection Research and Practice. <i>Journal of Applied Psychology</i>, 435-442</p> <p>Shaffer, J. A. And Postlethwaite, B. E. (2012), A Matter Of Context: A Meta-Analytic Investigation Of The Relative Validity Of Contextualized And Noncontextualized Personality Measures. <i>Personnel Psychology</i>, 65: 445–493.</p>
T Oct 6	Selection Overview II Interviews	Chapman DS, Zweig DI. 2005. Developing a nomological network for interview structure: antecedents and consequences of the structured selection interview. <i>Personnel Psychology</i> . 58:673–702

		<p>Stewart, Greg L.; Dustin, Susan L.; Barrick, Murray R.; Darnold, Todd C. (2008) Exploring the handshake in employment interviews..<i>Journal of Applied Psychology</i>, Vol 93(5) 1139-1146</p> <p>Barrick, Murray R.; Swider, Brian W., Stewart, Greg L. (2010). Initial Evaluations in the Interview: Relationships with Subsequent Interviewer Evaluations and Employment Offers. <i>Journal of Applied Psychology</i>, Volume 95(6), p 1163–1172</p> <p>Huffcutt, A.I., Van Iddekinge, C. H, Roth, P. L. (2011). Understanding applicant behavior in employment interviews: A theoretical model of interviewee performance. <u><i>Human Resource Management Review</i> Volume 21, Issue 4, , Pages 353–367</u></p>
M Oct 12		Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 13	<p>Performance appraisal and feedback</p> <p>Thought paper 2</p>	<p>Lievens, F., Lang, J., De Fruyt, F., Corstjens, J., Van de Vijver, M., & Bledow, R. (2018). The predictive power of people’s intraindividual variability across situations: Implementing whole trait theory in assessment. <i>JOURNAL OF APPLIED PSYCHOLOGY</i>, 103(7), 753–771.</p> <p>Lanaj, Chang & Johnson R. (2012) □ <u>Regulatory focus and work-related outcomes: A review and meta-analysis.</u> <i>Psychological Bulletin</i>. Vol.138(5), pp. 998-1034.</p> <p>Luffarelli, J., Gonçalves, D. and Stamatogiannakis, A. (2015), When Feedback Interventions Backfire: Why Higher Performance Feedback May Result in Lower Self-Perceived Competence and Satisfaction with Performance. <i>Hum. Resour. Management.</i>. doi: 10.1002/hrm.21739</p> <p>Schleicher, D. J., Baumann, H. M., Sullivan, D. W., & Yim, J. (2019). Evaluating the effectiveness of performance management: A 30-year integrative conceptual review. <i>Journal of Applied Psychology</i>, 104(7), 851–887. https://doi-org.ezproxy.lib.ucalgary.ca/10.1037/apl0000368</p>
T Oct 20	<p>Organizational Citizenship Behaviours and Counterproductive Behaviours</p> <p>Thought paper 3</p>	<p>Bourdage, J. S., Lee, K., Lee, J-H., & Shin, K-H. (2012). Motives for organizational citizenship behavior: Personality correlates and co-worker ratings of OCB. <i>Human Performance</i>, 25, 179-200.</p> <p>Bolino, Mark C., Hsiung, Hsin-Hua , Harvey, Jaron , LePine, Jeffery A. (2015) "Well, I'm Tired of Tryin'!!" <i>Organizational</i></p>

		<p>Citizenship Behavior and Citizenship Fatigue. <i>Journal of Applied Psychology</i>. 100(1):56-74</p> <p>Kouchaki, M., & Wareham, J. (2015). Excluded and behaving unethically: Social exclusion, physiological responses, and unethical behavior. <i>Journal of Applied Psychology</i>, 100(2), 547.</p> <p>Kluemper, D. H., Taylor, S. G., Bowler, W. M., Bing, M. N., & Halbesleben, J. R. (2019). How leaders perceive employee deviance: Blaming victims while excusing favorites. <i>Journal of Applied Psychology</i>, 104(7), 946.</p>
T Oct 27	Organizational Commitment	<p>McClellan, Elizabeth; Collins, Christopher J (2011). High-commitment HR practices, employee effort, and firm performance: Investigating the effects of HR practices across employee groups within professional services firms. <i>Human Resource Management</i>. Vol.50(3), pp. 341-363.</p> <p>Choi, D., Oh, I. S., & Colbert, A. E. (2015). Understanding organizational commitment: A meta-analytic examination of the roles of the five-factor model of personality and culture. <i>Journal of Applied Psychology</i>, 100(5), 1542.</p> <p>Porter, C. M., Posthuma, R. A., Maertz Jr., C. P., Joplin, J. R. W., Rigby, J., Gordon, M., ... Maertz, C. P. (2019). On-the-job and off-the-job embeddedness differentially influence relationships between informal job search and turnover. <i>Journal of Applied Psychology</i>, 104(5), 678–689. https://doi.org/ezproxy.lib.ucalgary.ca/10.1037/apl0000375</p>
T Nov 3	Employee Attitudes	<p>Schleicher, Deidra J.; Smith, Troy A.; Casper, Wendy J.; Watt, John D.; Greguras, Gary J. (2015) It's All in the Attitude: The Role of Job Attitude Strength in Job Attitude-Outcome Relationships. <i>Journal of Applied Psychology</i>. 100(4):1259-1274.</p> <p>Wood, Dustin; Lowman, Graham H.; Harms, P. D.; Roberts, Brent W. (2019). <i>Exploring the Relative Importance of Normative and Distinctive Organizational Preferences as Predictors of Work Attitudes</i>. <i>Journal of Applied Psychology</i></p> <p>Mackey, J. D., McAllister, C. P., Maher, L. P., & Wang, G. (2019). Leaders and followers behaving badly: A meta-analytic examination of curvilinear relationships between destructive leadership and followers' workplace behaviors. <i>Personnel Psychology</i>, 72(1), 3-47.</p>

Nov 8-14		Term Break No Classes
W Nov 11		Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 17	Job withdrawal & absenteeism Thought paper 4	<p>Johns, G. (2001). The Psychology of Lateness, Absenteeism, and Turnover. <u>Handbook of Industrial, Work & Organizational Psychology Volume 2: Organizational Psychology</u>. Neil Anderson, Deniz S. Ones, Handan Kepir Sinangil, and Chockalingam Viswesvaran (Eds.)</p> <p>Michael Mount, R. I. E. J. (2006). Relationship Of Personality Traits And Counterproductive Work Behaviors: The Mediating Effects Of Job Satisfaction." <u>Personnel Psychology</u> 59(3): 591-622.</p> <p>Hom, Peter W.; Mitchell, Terence R.; Lee, Thomas W.; Griffeth, Rodger W (2012) Reviewing employee turnover: Focusing on proximal withdrawal states and an expanded criterion. <i>Psychological Bulletin</i>, Vol 138(5), Sep, 831-858. doi: 10.1037/a0027983</p>
T Nov 24	Organizational Justice	<p>Emily E. Duehr, J. E. B. (2006). Men, Women, And Managers: Are Stereotypes Finally Changing? <u>Personnel Psychology</u> 59(4): 815-846.</p> <p>Shaw, J.C., Wild, E. & Colquitt, J.A. (2003). To justify or excuse? A meta-analytic review of the effects of explanations. <u>Journal of Applied Psychology</u></p> <p>Rupp, D. 2011. An employee-centered model of organizational justice and social responsibility <i>Organizational Psychology Review</i>. vol. 1 no. 1 72-94</p> <p>Matta, F. K., Sabey, T. B., Scott, B. A., Lin, S. H. J., & Koopman, J. (2020). Not all fairness is created equal: A study of employee attributions of supervisor justice motives. <i>Journal of Applied Psychology</i>, <i>105</i>(3), 274.</p>
T Dec 1	Leadership Thought paper 5	Charlier, S. D., Stewart, G. L., Greco, L. M., & Reeves, C. J. (2016). Emergent leadership in virtual teams: A multilevel investigation of individual communication and team dispersion antecedents. <i>The Leadership Quarterly</i> .

		<p>Badura, K. L., Grijalva, E., Galvin, B. M., Owens, B. P., & Joseph, D. L. (2020). Motivation to lead: A meta-analysis and distal-proximal model of motivation and leadership. <i>Journal of Applied Psychology</i>, 105(4), 331.</p> <p>Landay, K., Harms, P. D., & Credé, M. (2019). Shall we serve the dark lords? A meta-analytic review of psychopathy and leadership. <i>Journal of applied psychology</i>, 104(1), 183.</p> <p>Wesche, and Sonderegger. "When Computers Take the Lead: The Automation of Leadership." <i>Computers in Human Behavior</i> 101 (2019): 197-209. Web.</p>
T Dec 8	TBD	
W Dec 9		Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 17, 2020.** Last day add/swap a course is **Friday, September 18, 2020.** The last day to withdraw from this course is **Wednesday, December 9, 2020.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>