

Psychology 399- Research in Industrial/Organizational
Psychology
Fall 2005

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Office Hours:	By Appointment	Office Hours	Wed. 2-4

Class Schedule: Tuesday: 10:00-12:50, HH 344

Texts:

Goodwin, C. J. (2002). *Research in psychology: Methods and design* (3rd ed.). John Wiley and Sons: New York, NY.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington DC: Author. [Suggested]

Class Format: The class will include lectures, tutorials related to developing research proposals, as well as student presentations of both empirical articles and research proposals. Starting Nov. 22 students will present their research proposals to class.

Overview: The purpose of the current course is to provide the foundation for understanding and conducting research in psychology in general, and Industrial/Organizational psychology in particular. As such, we will survey the nature, strengths and weaknesses of a diverse list of experimental and non-experimental methods, and examine empirical articles from the I/O psychology literature in which these methods were employed. Finally, students will gain hands on research experience by preparing a comprehensive research report and responding to feedback.

Course Grades:

Test	40%
Research Proposal	40%
Presentation and Participation	20%

Readings- Students are expected to read both the assigned chapters in the textbook and articles prior to coming to class.

Research Proposal- Students—in pairs-- will develop a research proposal in the I/O psychology field. The proposal should be in APA format and include: a) an introduction section (in which at least one hypothesis is proposed), b) a method section (in which the research design, procedure and measures are described), c) results section (in which the expected pattern of results is described), and d) a discussion section (in which the strengths and weaknesses of the study, as well as the implications of the results are discussed). Students will present their initial proposal in pairs in class and get feedback from the instructors and class members. Finally, students will submit research proposal individually (10-15 pages, including references).

Presentations- Each student is expected to present twice in class together with a partner. Presentations will be of two types: a) Article presentation, and b) Research proposal presentations. In both cases, students should present the theoretical background, hypotheses, operationalizations, design and (expected) results, limitations and future research. In addition, students should prepare a 1 page written summary of their presentation, to be disseminated in the class prior to the presentation. Following each presentation (approximately 15 minutes), there will be a discussion.

Test- November 15 in class; a combination of multiple choice and short answer questions. Test will cover both lecture and text materials.

Policies regarding academic offenses-

Note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 on page 1:10 of the 2003/2004 Undergraduate Calendar http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

COURSE OUTLINE AND SCHEDULE

Date	Week	Topic	Reading/Assignment
Sept. 13	1	Introduction	
Sept. 20	2	Overview of I/O Psych Philosophy of Science [Idea generation, Lit. review]*	Spector chapter <i>Form pairs</i>
Sept. 27	3	Measurement and Sampling [Hypotheses, Variables]	Ch. 4
Oct. 4	4	Correlation and Regression	Ch. 9 Articles- Judge & Higgins; Witt, Burke, Barrick, & Mount <i>Submit topic</i>
Oct. 11	5	Longitudinal/ Diary Designs [Writing in APA Style]	None Article- Heller & Watson
Oct. 18	6	True Experiments-I [Meeting with Jeff]	Ch. 5,7 Article- Howell & Frost
Oct. 25	7	True Experiments- II Factorial Designs [Computer Demonstration]	Ch. 8 Article- Greenberg <i>Submit topic + design</i>
Nov. 1	8	Quasi Experiments	Ch. 10 Articles- Eden & Shani
Nov. 8	9	Meta-Analysis [Review Session]	None Article- Judge, Heller, & Mount
Nov. 15	10	Test	None
Nov. 22, Nov. 29	11, 12	Research Proposal Presentations	None

*** In brackets are tutorials designed to assist you with preparing a research proposal.**

Important Dates:

Oct. 4	Submit topic for research proposal
Oct. 25	Submit design
Nov. 15	Course test
Nov. 22, Nov. 29	Presentation of research proposal to class
Dec. 10	Submit research proposal

Reference List for Presentation Articles

Week 4:

Judge, T. A., & Higgins, C. A. (1998). Affective dispositions and the letter of reference. *Organizational Behavior and Human Decision Processes*, 75, 207-221.

Witt, L. A., Burke, L. A., Barrick, M. R., & Mount, M. K. (2000). The interactive effects of conscientiousness and agreeableness on job performance. *Journal of Applied Psychology*, 87, 164-169.

Week 5:

Heller, D. & Watson, D. (in press). The Dynamic Spillover of job satisfaction to marital satisfaction: The role of time, mood and personality. *Journal of Applied Psychology*.

Week 6:

Howell, J. M., & Frost, P. J. (1989). A laboratory study of charismatic leadership. *Organizational Behavior and Human Decision Processes*, 43, 243-269.

Week 7:

Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity. *Organizational Behavior and Human Decision Processes*, 54, 81-103.

Week 8:

Eden, D., & Shani, A. B. (1982). Pygmalion goes to boot camp: Expectancy, leadership, and trainee performance. *Journal of Applied Psychology*, 67, 194-199.

Week 9:

Judge, T. A., Heller, D. & Mount, M. K. (2002). Five-factor model of personality and job satisfaction: A meta-analysis. *Journal of Applied Psychology*, 87, 530-541.

Jeff-

TA roles- tutorials, grading (papers + exams), help them create proposals.

1st class- introduce myself+ hand-outs, go over syllabus + have them fill out
information.

Give Jeff book + CD+ articles (electronic copies)

Date- proposals are due- December 10

Make 20 copies of Syllabus.