



**Department of Psychology**  
**Psych 399**  
**Research in Industrial & Organizational Psychology**  
**Mondays and Wednesdays 10:00 - 11:20, PAS4032**

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### **Instructor and T.A. Information**

**Instructor:** Dr. PAUL WEHR

**Office:** PAS 4037

**Office Phone:** 519-888-4567, x35333

**Office Hours:** Monday - Thursday, 3:00 - 5:00

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### **Course Description**

Psychology 399 further develops students ability to consume, evaluate, discuss, and conduct empirical research in the discipline of psychology by focusing on methods, designs, and issues most commonly encountered in the subarea of Industrial / Organizational (I/O) psychology.

### **Course Goals and Learning Outcomes**

Upon completion of this course, students should:

- A. Gain an enhanced appreciation for the role of research methods in science.
- B. Possess a comprehensive understanding of research methods applicable to the study of I/O psychology.
- C. Possess a heightened ability to read and critically evaluate research articles.
- D. Plan, design, and conduct basic research designs in psychology.
- E. Communicate their thoughts about research at an advanced level.
- F. Work effectively in a research group.

### **Background Reading**

Your Psychology 291 textbook (or any textbook of research methods for the social sciences). Also, you will need to use APA formatting in this course that adheres to the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Posted on LEARN is a useful reference to basics of APA formatting from the library at University of British Columbia.

## Course Assessment

The central elements of this course include weekly seminars structured around a series of prescribed readings, and a group research project. The assigned readings for each week are organized around a particular methodology or issue, which students will explore through intensive discussion in the classroom. The group project will provide students the opportunity to apply what they have learned by designing and conducting their very own research investigation. In both cases, regular, meaningful participation and groupwork is required for success.

Assessment	Date	Weight
Discussion Participant		15%
Discussion Leader		15%
Examination	November 12 <sup>th</sup>	30%
Project Report	November 26 <sup>th</sup>	25%
Project Materials Project	November 26 <sup>th</sup>	05%
Presentation		10%
Total		100%

## Seminar Discussions

Seminars will take place on class dates with assigned readings. On these dates, the instructor will begin with a brief review (~20 min) of the basic concepts related to that week's topic. The review will be followed by a lively and engaging group discussion of the assigned readings. The discussion will be student led and should focus on the article's relevance to the weekly topic, but should also critically evaluate the article in general. For each seminar, a different group of students will act as discussion LEADERS while the rest of the class will contribute as discussion PARTICIPANTS. All students should take an active role in the discussion each and every week.

DISCUSSION PARTICIPANTS: Seminar courses are meant to enhance student learning through discussion of ideas. As such, it is critical that each student participate regularly in the conversation. In order to prepare for each session, students should:

- READ the assigned article(s) carefully and summarize in writing the major ideas, issues, and conclusions.
- REFLECT on the issues raised in the assigned reading(s), and on their implications for both future research and potential application in the workplace.
- PREPARE a few specific and insightful questions, observations, criticisms, endorsements, etc.

Students who read, reflect, and prepare for each session should have plenty of content to share with the class during each discussion. Furthermore, do not bring COMPUTERS to the seminars. While computers are excellent tools for recording and using information in a lecture format, their presence disrupts the flow of the conversation. Thus, it is important to prepare WRITTEN content for seminars.

Students will be assessed on their participation by the instructor or the TA after each class on a 4-point scale (0 = absent; 1 = present but no contribution; 2 = limited contribution; 3 = satisfactory contribution; 4 = meaningful contribution). There are 11 seminars during the term. The instructor will take your 10 best contributions, average them and convert the result into a score out of 10. In addition, each student will be responsible for evaluating the discussion leaders in the form of structured peer feedback. For each week a student provides peer evaluation, they will receive ½ mark (i.e., 10 evaluations = 5 marks).

**DISCUSSION LEADERS:** In groups of two or three, students will work together to be discussion leaders once during the term – topics to be assigned on the first day. You should meet with your group outside of class time to coordinate your content. Your written thoughts generated from READ, REFLECT, and PREPARE are a good base on which to build. This is not a presentation, although you might choose to present some information as part of your seminar (e.g., a brief summary of the article’s main points). Instead, your goal is to generate discussion based on the assumption that everyone has READ, REFLECTED, and PREPARED for the seminar. Achieving success as a leader means stimulating the contributions of the other participants, not dominating the conversation yourself. You should plan to lead the conversation for about 45 minutes. There are many ways to accomplish this and you are free to be creative in your efforts. To assist in your planning, we will have a brainstorming session to generate discussion ideas. Students will be assessed as discussion leaders by their peers. The instructor will then calculate a score out of 15 after removing the most and least favourable evaluations. An example of the rubric will be provided close to the beginning of the term.

### **Examination**

The examination will test students mastery of lecture content and the assigned readings using both multiple-choice and short-answer questions. Multiple-choice questions will be tested on online using LEARN and will be made available beginning on November 12<sup>th</sup> and ending at midnight November 13<sup>th</sup>. Short-answer questions will appear during the in-class portion of the exam on November 12<sup>th</sup>. More information about the exam will be provided closer to the testing date. If the exam is missed for a legitimate reason (e.g., hospitalization or kidnapping), contact the instructor as soon as possible and provide appropriate documentation to verify the absence.

### **Projects**

Students working in teams of 2 or 3 will design, conduct, and report the results of their own psychological investigation of a topic relevant to I/O psychology. Five workshops throughout the semester will help students complete various aspects of their research project. It is critical that students attend all of these sessions, but workshops 1 through 3 are particularly important because they consist of the group work required to develop the project, and the session during which data will be collected; missing any of these workshops will prevent you from contributing to your group’s project in a meaningful way. Consequently, missing any of these sessions will result in a 20% deduction (5 out of 25 marks) for EACH missed workshop. If you are unable to attend one of these workshops for a legitimate reason (e.g., severe illness or incarceration), then contact the instructor as early as possible and provide appropriate documentation to avoid the 20% deduction. However, even if excused, you remain responsible for coordinating with your group members to make up for lost time.

**PROJECT REPORTS:** The most important step in the scientific endeavour is to communicate one’s findings to other scientists in a peer reviewed research journal. This not only allows others to learn about what you did and what you found, but to critically evaluate your research before it is published. Consequently, students will submit an eight-page scientific report in APA format, which will document and discuss their learning experience. Although students will work in groups and share data, and are encouraged to consult with one another and to proof read each other’s work, each student will submit his or her own original report, which will be worth 25% of their final grade. A hard copy of the report is due at the beginning of the last day of class on Nov 26<sup>th</sup> and an identical copy must be submitted online to TurnItIn. Details on how to do this will be given later in the semester.

**PROJECT MATERIALS:** This component should be submitted with your individual reports at the beginning of class on Nov 26<sup>th</sup>. Each group will submit ONE collection of all experimental materials used. One clean (unused) copy of each material used in the project should be placed in a report cover. In this package you would include things like a consent form, debriefing form, demographics questionnaire, examples of stimuli, and any other materials used. In addition, include a title page in APA format identifying the group name and all of its members, and ALL COPIES OF ALL DATA collected. You do not need to submit this component to TurnItIn.

**PROJECT PRESENTATION:** Each group will give a 20 minute presentation (plus 5 to 10 minutes for questions) sometime during the last two weeks of the course. The Exact date of your presentation will be determined later in the term. You should use PowerPoint or another presentation software and all members of the group must speak. Your presentation should review theoretical background, identify the research question, explain the methods utilized, report the results of your study, and discuss weaknesses and limitations of the project. Presentations will be assessed by your peers, who will rate your effort out of 10 using a rubric provided by the instructor. Your grade will reflect the average of the peer assessments after the highest and lowest scores are removed.

### **Information Available on LEARN**

The course web page can be found on LEARN (<https://learn.uwaterloo.ca/>). Here, you will find links to the syllabus, to lecture slides, and to important announcements and resources. I will do my best to have lecture slides for the upcoming lecture available the night before class begins.

### **Withdrawal Dates**

Withdrawal deadline and receive no penalty: September 26<sup>th</sup>, 2014

Withdrawal deadline to receive "WD" on transcript: November 14<sup>th</sup>, 2014

Withdrawal deadline to receive "WF" on transcript: December 3<sup>rd</sup>, 2014

## **Accommodation for Students with Disabilities**

The AccessAbility Services office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

<https://uwaterloo.ca/disability-services/>

## **Concerns About the Course or Instructor (Informal Stage)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes' contact information is as follows: Email: [mafernan@uwaterloo.ca](mailto:mafernan@uwaterloo.ca), Phone: 519-888-4567, x32142. A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

## **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 – Student Discipline.

<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 – Student Petitions and Grievances, Section 4.

<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 – Student Appeals.

<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>

## **Other sources of information for students**

Academic Integrity (Arts): <https://uwaterloo.ca/arts/ethical-behavior>

Academic Integrity Office (uWaterloo): <https://uwaterloo.ca/academic-integrity/>

## Term Schedule

Week	Date	Topics
1	Sep 08 Sep 10	<p><b>Course Overview</b></p> <p>Icebreaker &amp; Course Syllabus. Group assignment and scheduling.</p> <p><b>Library Orientation (PAS 1237).</b></p>
2	Sep 15 Sep 17	<p><b>Theory, Constructs, and Hypothesis Generation</b></p> <p>Scientific Process &amp; Overview of Methods.</p> <p>a) Judd, C. M., Smith, E. R., &amp; Kidder, L. H. (1991). <i>Research methods in social relations</i> (6<sup>th</sup> ed.) Holt, Rinehart and Winston, Inc. Chapter 2: Examining Social Relations Research. (pp 20 – 36).</p> <p>b) Sackett, P. R., &amp; Larson, J. R. (1990). Chapter 8: Research Strategies and tactics in I/O Psychology. pp (420 – 428).</p> <p>c) Daft, R. L. (1984). Antecedents of significant and not-so-significant organizational research. In Bateman, J. S., &amp; Ferris, G. R. (Eds.) <i>Methods and analysis in organizational research</i>. (pp. 3 – 14). Reston, VA: Prentice Hall.</p>
3	Sep 22 Sep 24	<p><b>Psychological Measurement and Construct Validity</b></p> <p>a) Allen, N. J., &amp; Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. <i>Journal of Occupational Psychology</i>, 63, 1 – 18.</p> <p>b) Judge, T., Erez, A., Bono, J. E., &amp; Thorensen, C. J. (2003). The core self-evaluations scale. Development of a measure. <i>Personnel Psychology</i>, 56, 303 – 331.</p>
4	Sep 29 Oct 01	<p><b>Mediation in Survey Design</b></p> <p>a) Folger, R., &amp; Konovsky, M. A. (1989). Effects of procedural and distributive justice on reactions to pay raise decisions. <i>Academy of Management Journal</i>, 32, 115 – 130.</p> <p>b) Judge, T. A., &amp; Higgins, C. A. (1998). Affective disposition and the letter of reference. <i>Organizational Behavior and Human Decision Processes</i>, 75, 207 – 221.</p>
5	Oct 06 Oct 08	<p><b>Moderation in Survey Design</b></p> <p>a) Witt, L. A., Burke, L. A., Barrick, M. R., &amp; Mount, M. K., (2002). The interactive effects of conscientiousness and agreeableness on job performance. <i>Journal of Applied Psychology</i>, 87, 164 – 169.</p> <p><b>Workshop 2: Project Proposals</b></p>

6	<p>Oct 13</p> <p>Oct 15</p>	<p><b>Longitudinal Design</b></p> <p>Thanksgiving (University Closed).</p> <p>a) Tay, C., Ang, S., &amp; Van Dyne, L. (2006). Personality, biographical characteristics, and job interview success: A longitudinal study of the mediating effects of interviewing self-efficacy and the moderating effects of internal locus of causality. <i>Journal of Applied Psychology, 91</i>, 446 – 454,</p>
7	<p>Oct 20</p> <p>Oct 22</p>	<p><b>Experimental Design &amp; Analysis</b></p> <p>a) Howell, J. M., &amp; Frost, P. J. (1989). A laboratory study of charismatic leadership. <i>Organizational Behavior and Human Decision Processes, 43</i>, 243 – 269.</p> <p><b>Workshop 3: Data Collection</b></p>
8	<p>Oct 27</p> <p>Oct 29</p>	<p><b>Moderation &amp; Mediation in Experimental Designs</b></p> <p>a) Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity. <i>Organizational Behavior and Human Decision Processes, 54</i>, 81 – 103.</p> <p>b) Allen, T. D., &amp; Rush, M. C. (1998). The effects of organizational citizenship behaviour on performance judgments: A field study and a laboratory experiment. <i>Journal of Applied Psychology, 83</i>, 247 – 260.</p>
9	<p>Nov 03</p> <p>Nov 05</p>	<p><b>Quazi-Experimental Design</b></p> <p><b>Workshop 4: Data Analysis</b></p> <p>a) Schmitt, N. W., &amp; Klimoski, R. J. (1991). <i>Research methods in human resources management</i>. Cincinnati OH: Southwestern. Chapter 11: Evaluating organizational interventions (pp. 386 – 391).</p> <p>b) Greenberg, J. (2006). Losing sleep over organizational injustice: Attenuating insomniac reactions to underpayment inequity with supervisory training in interactional justice. <i>Journal of Applied Psychology, 91</i>, 58 – 69.</p>
10	<p>Nov 10</p> <p>Nov 12</p>	<p><b>Data Analysis and Review</b></p> <p><b>Workshop 5: Scientific Writing and APA Formatting</b></p> <p>Examination</p>
11 – 12	Nov 17 – 26	<b>Project Presentations</b>