

PSYC 400.06 Conducting Research in Industrial/Organizational Psychology Summer 2020

Instructor:	Timothy Wingate	Lecture Location:	Online (Zoom)
Phone:	403-220-2253	Lecture Days/Time:	Monday/Wednesday 9:00AM – 11:45AM
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Course Description

Students will learn to apply appropriate research methods to answer research questions, to apply and critique methods of data collection, and to interpret and report research findings in the field of *Industrial/Organizational Psychology*.

The field of Industrial/Organizational (I/O) Psychology involves the study of psychology *in the workplace*. It is a rapidly growing field with great relevance to all students, as the vast majority of individuals will eventually hold a job of some sort. Topics in I/O psychology include how to hire/select individuals who will be a good fit and perform well, the recruitment of employees, teams and teamwork, occupational health and safety, leadership, motivation, performance, and workplace attitudes. The present course will have students learn how to conduct research in I/O psychology, and will utilize a variety of methods and assessments. Psychology 400 is a new type of course that involves more interactive and experiential learning.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Identify and understand the major research methodologies in I/O psychology, and their appropriate usage, including when and how to use each and their strengths and drawbacks	Discussion Questions, Assignments, Applied Research Proposal	1, 3	A
Critically evaluate primary research papers, comparing and contrasting findings, and identifying gaps in the literature, in both written and oral formats	Discussion Questions, Participation, Assignments	2, 4, 5	A, C, C
Discuss research findings in I/O psychology areas, integrating your own ideas with those of others	Participation, Discussion Questions, Assignments	2, 3, 4	A, C, C

Apply I/O psychology theories to diagnose underlying organizational issues	Assignments, Applied Research Proposal	2, 7	A, A
Use primary research literature to generate best practice informed solutions to organizational challenges	Applied Research proposal, Participation	7, 2, 3	A, A, C
Evaluate ethics concerns in I/O psychology research and in practice	Assignments/Participation	6	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Course Hours:3 units; H(0-3)

Prerequisite(s):Admission to the Psychology major or Honours program and: [Psychology 300](#), [301](#) and one of [321](#) or [383](#)

Antirequisite(s)

Credit toward degree requirements will be given for only one of [Psychology 400.01](#), [400.02](#), [400.03](#), [400.04](#), [400.05](#), [400.06](#), [400.07](#), [400.08](#).

Required Text

The readings will consist of published scholarly articles and chapters. The reading list is provided below and you will be able to download the required readings through the databases accessible through the University of Calgary Library website. It is incredibly important for both your learning and performance that you do the readings before coming to class each week.

Assessment Methods

Evaluation Component	Worth	Due Date
Participation	10%	Throughout
Discussion Questions & Online Forum	10%	Throughout
Assignments	50%	Throughout
Applied Research Proposal	30%	August 12

Participation (10%)

You are not graded on attendance, but participation is not possible without regular attendance. In addition to attending class, active participation is an important requirement of each class. We will devote time to exercises and discussing the course content. Some activities will involve you breaking into smaller groups to discuss things. Active participation in these smaller groups is important. The instructor and TA will be working with you and circulating between virtual 'break out' rooms. In class participation will be graded on quality of contribution (i.e., a high quantity of comments that lack substance will not result in an increased grade).

Discussion Questions & Online Forum (10%)

You will be required to submit **one discussion question for each assigned reading** to demonstrate you have read the assigned article and given it some careful thought. You are also expected to provide **at least one response (to another student's discussion question or thread) per week, for at least five weeks of the course (i.e., at least five responses in total)**. Discussion questions and responses will be graded on demonstration of a thorough understanding of the readings/topic, the clarity of the question/response, and their ability to generate discussion if brought up in class.

Discussion questions should be posted on the course D2L site by 11:59:59 PM MST on each Monday. Responses can be posted at any time thereafter, but should be posted consistently throughout the course.

Assignments (50%)

Over the course of the semester there will be 5 small individual assignments due (each corresponding to a particular topic). The nature of each particular assignment varies (e.g., developing a scale, critiquing an article). The criteria for each assignment will vary, and you will be given each assignment at least 1 week before it is due. Each assignment will be graded out of 100% and the overall average across assignments will be computed and weighted out of 50. The following topics will have assignments that must be handed in:

1. Generating Research Questions and Theory Building (Due: July 6)
2. Survey Research (Due: July 13)
3. Experimental Design (Due: July 20)
4. Qualitative Research (Due: July 27)
5. Cross-Cultural & Group Research (Due: August 3)

Assignments can be submitted through the course D2L site. Assignments are due at 8:59:59 AM MST (before class) on the day noted (usually a Monday). If submitted after this (without instructor approval), the assignment is late, and will be penalized 10% per 24 hours it is late.

Applied Research Proposal (30%)

A core learning goal of this course is for students to learn to apply psychological theories and knowledge in a practical context. As such, one component of this class is the completion of an applied research proposal (paper). Specifics of this project will be outlined in class in the first three weeks. In general, this is meant to simulate an applied research project, wherein you will work to diagnose and make recommendations surrounding some organizational problems.

A list of scenarios, describing an organization and some issues/problems it is experiencing, will be provided. You will be asked to choose one of these scenarios, and based on the information provided, you will develop and propose a plan for how you would collect data to clarify the key issue(s), implement an intervention or make recommendations, evaluate the success of these once put in place, and how you would communicate this plan to stakeholders at the organization. You are to use best practices from the theoretical and empirical literature to inform your decisions.

Your papers are to be completed independently. Papers are meant to provide students the opportunity to critically engage with multiple research methods learned throughout the course, and integrate multiple methods (weighing the strengths of each), theory, and empirical research to address specific research questions. Papers will be evaluated largely on the basis of these goals.

You will submit a paper detailing this information on the last day of class (**August 12th**). This paper will be 10-15 pages double spaced (not including References, Title Page, or any Appendices) and will be formatted in APA format, including Times New Roman 12-point font and 1 inch margins. Papers will be submitted on the class D2L site. Late papers (without instructor approval) will be penalized 10% per day. Submissions after 11:59 PM on August 12th are considered one day late, with an additional 10% deducted for each additional day.

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>.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and

content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

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 & Assignments Due	Readings
M Jun 29	Introduction, Generating Research Questions & Theory Building <i>Summer Term Lecture begins.</i>	Highhouse, S., Doverspike, D., & Guion, R. M. (2015). Developing predictive hypotheses: Conceptual and operational definitions, criteria, and predictors. <i>Essentials of Personnel Assessment and Selection</i> , 44-66. PDF posted on D2L [**Note: this chapter is oriented toward hiring issues, but covers many topics and principles that apply across areas] McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. <i>Annual Review of Psychology</i> , 48, 1-30. Suggested:

		Cucina, J. M., & McDaniel, M. A. (2016). Pseudosocial proliferation is damaging the organizational sciences. <i>Journal of Organizational Behavior</i> , 37, 1116-1125.
W July 1	No Lecture University Closed Canada Day	
F July 3	Last day to add/drop or swap summer courses.	
M July 6	Survey Research I (Item Design and Construction, Content Validation) *Assignment 1 Due	Schwarz, N. (1999). How questions shape the answers. <i>American Psychologist</i> , 54, 93-105. Rowold, J., & Heinitz, K. (2007). Transformational and charismatic leadership: Assessing the convergent, divergent and criterion validity of the MLQ and the CKS. <i>The Leadership Quarterly</i> , 18(2), 121-133.
W July 8	Survey Research II (Administering and Scoring Surveys, Visually Inspecting Data)	
M July 13	Experimental Design *Assignment 2 Due	Highhouse, S. (2009). Designing experiments that generalize. <i>Organizational Research Methods</i> , 12, 554-566. Wingate, T. G., & Bourdage, J. S. (2019). Early impressions and interviewer judgments, attributions, and false perceptions of faking. <i>Journal of Personnel Psychology</i> , 18, 177-188. Suggested: Aneshensel, C. S. (2013). The focal relationship: Causal inference (Chapter 4). In <i>Theory Based Data Analysis</i> (pp. 83-122). Thousand Oaks, CA: Sage. <u>Link to Chapter posted on D2L</u>

		Grant, A. M., & Wall, T. D. (2009). The neglected science and art of quasi-experimentation: Why-to, when-to, and how-to advice for organizational researchers. <i>Organizational Research Methods, 12</i> , 653-686.
W July 15	Experimental and Quasi-Experimental Design	
M July 20	Qualitative Research *Assignment 3 Due	Plano Clark, V. L., Creswell, J. W., O'Neil Green, D., & Shope, R. J. (2008). Mixing quantitative and qualitative approaches: An introduction to mixed methods research (Chapter 18). In <i>Handbook of Emergent Methods</i> (pp. 363-387). New York, NY: The Guilford Press. PDF posted on D2L Suggested: Hsieh, H., & Shannon. S. E. (2005). Three approaches to qualitative content analysis. <i>Qualitative Health Research, 15</i> , 1277-1288. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology, 3</i> , 77-101.
W July 22	Qualitative Research	
M July 27	Cross-Cultural Methodological Issues *Assignment 4 Due	Halbesleben, J. R. B., Osburn, H. K., & Mumford, M. D. (2006). Action research as a burnout intervention: Reducing burnout in the Federal Fire Service. <i>The Journal of Applied Behavioral Science, 42</i> , 244-266. LePine, J. A., Podsakoff, N. P., & Lepine, M. A. (2005). A meta-analytic test of the challenge stressor-hindrane stressor framework: An explanation for inconsistent

		<p>relationships among stressors and performance. <i>Academy of Management Journal</i>, 48, 764-775.</p> <p>Suggested:</p> <p>Grossman, R., & Salas, E. (2011). The transfer of training: what really matters. <i>International Journal of Training and Development</i>, 15(2), 103-120.</p> <p>Tsui, A. S., Nifadkar, S. S., & Ou, A. Y. (2007). Cross-national, cross-cultural organizational behavior research: Advances, gaps, and recommendations. <i>Journal of Management</i>, 33, 426-487.</p>
W Jul 29	Research with groups (teams/multilevel considerations), Meta-Analysis, Action Research, Exploratory Research, Combining Research Methods	
M Aug 3	<p><i>*Assignment 5 Due</i></p> <p>No Lecture</p> <p>University Closed for Heritage Day</p>	
W Aug 5	Analyzing Data	
M Aug 10	Communicating Research Findings	<p>Brooks, M. E., Dalal, D. K., & Nolan, K. P. (2014). Are common language effect sizes easier to understand than traditional effect sizes? <i>Journal of Applied Psychology</i>, 99, 332-340.</p> <p>Zhang, D. C. (2018). Art of the sale: recommendations for sharing research with mainstream media and senior leaders. <i>Industrial and Organizational Psychology</i>, 11, 589-593.</p> <p>Suggested:</p> <p>Dunlap, W. P. (1994). Generalizing the common language effect size</p>

		<p>indicator to bivariate normal correlations. <i>Psychological Bulletin</i>, 116, 509-511.</p> <p>Rosenthal, R., & Rubin, D. B. (1982). A simple, general purpose display of magnitude of experimental effect. <i>Journal of Educational Psychology</i>, 74, 166-169.</p> <p>Zhang, D. C., Highhouse, S., Brooks, M. E., & Zhang, Y. (2018). Communicating the validity of structured job interviews with visual aids. <i>International Journal of Selection and Assessment</i>, 26, 93-108.</p>
W Aug 12	<i>*Applied Research Proposal Due Summer Term Lectures End. Last day to withdraw from full session Summer Term courses.</i>	
August 14-18	<i>Final exam dates for full session Summer Term courses</i>	

Extra Research Participation Course Credit is Not Offered for this Course.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 24 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 24-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 1 week of the missed test/exam. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official June and August examination periods. Requests to write a make-up exam

because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

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>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

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>

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.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Friday, July 3, 2020**. Last day for registration/change of registration is **Friday, July 3, 2020**. The last day to withdraw from this course is **August 12, 2020**.