



# The University of Georgia

University Council  
Athens, Georgia 30602

September 7, 2011

## UNIVERSITY CURRICULUM COMMITTEE – 2011-2012

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Graduate School - Dr. Tracie E. Costantino

Undergraduate Student Representative – Mr. Marshall Moser

Graduate Student Representative – Mr. Zachary Watne

Dear Colleagues:

The attached proposal to offer a new major in Industrial-Organizational Psychology (M.A. Non-Thesis) as an external degree on the Gwinnett Campus will be an agenda item for the September 14, 2011, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair  
University Curriculum Committee

cc: Provost Jere W. Morehead  
Dr. Laura D. Jolly



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# The University of Georgia

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Franklin College of Arts and Sciences  
*Office of the Dean*

February 11, 2011

Dean Maureen Grasso  
UGA Graduate School  
320 E. Clayton Street  
Suite 400  
Campus Mail

Dear Maureen,

I am pleased to endorse the attached proposal to establish a new Professional Masters of Industrial-Organizational Psychology degree to be offered at UGA's Gwinnett campus.

The applied psychology program enjoys a strong national reputation, and also has demonstrated relevance to a large community of professionals in human resources and related fields. There appears to be a significant market for this type of program, which would extend UGA's knowledge and expertise to a new segment of the student population in the state of Georgia. The curriculum lends itself to delivery in the proposed format, and the program is more than likely to be self-funding almost immediately upon enrollment of the initial cohort.

I look forward to working with the Psychology faculty and other colleagues at UGA to bring this innovative new degree program to fruition.

Sincerely,

Garnett S. Stokes  
Dean



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# The University of Georgia

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Franklin College of Arts and Sciences  
*Department of Psychology*

To: UGA Graduate School  
UGA Curriculum Systems

CC: Garnett Stokes

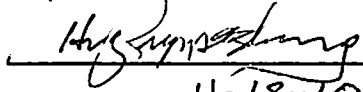
From: W. Keith Campbell 

Date: November 11, 2010

Re: M.A. Professional Program in I-O Psychology

The attached proposal is for an M.A. degree in Industrial-Organizational (I-O) Psychology. The Psychology Department currently has an M.S. (non-terminal) and Ph.D. with an I-O specialization. This existing graduate program, however, is designed for Ph.D. students primarily interested in academic or research careers. The proposed M.A. is designed to provide I-O Psychology training for those who are (a) seeking a terminal masters degree in I-O Psychology, and (b) focused on professional careers in industrial and organizational settings. These professional students will typically be on Human Resources or Leadership Development career tracks. The proposed M.A. program will be located at the Gwinnett campus with weekend classes in order to best serve the needs of the professional students we hope to attract. The research we did suggests a strong demand for this type of training, and UGA will be the only non-profit university offering professional I-O training in the state.

Approved

  
11-18-10

**UNIVERSITY SYSTEM OF GEORGIA**

**MASTER'S  
DEGREE**

**NEW PROPOSAL FORM**

**Institution: University of Georgia**

**Institutional Contact (President or Vice President for Academic Affairs): Jayne L. Smith**

**Date: September 30, 2010**

**School/Division: Franklin College of Arts and Sciences**

**Department: Psychology**

**Departmental Contact: W. Keith Campbell, Department Head**

**Name of Proposed Program/Inscription: Professional Masters of Industrial-Organizational  
Psychology (Gwinnett Campus)**

**Degree: Master of Arts (non-thesis)**

**Major: Psychology**

**CIP Code: 42.9999**

**Anticipated Starting Date: Fall 2012**

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- 1. Program Description and Objectives:**  
**a. Objectives of the program**

**The objective of the program is to serve the professional advancement needs of working adults in Atlanta and the surrounding region by providing a practice-oriented I/O masters degree.**

- b. Needs the program will meet**

There is an acute need for advanced education among human resource professionals.

According to the Society for Human Resource Management, “no barriers exist to prevent unprepared professionals from entering the field [of Human Resources].”

The market for a masters degree in I-O psychology is clearly present in Atlanta. For example, there are 16,442 professional human resource individuals in the Greater Atlanta Area currently on LinkedIn and 2400 members of the Society for Human Resource Management. In addition, according to the US Department of Labor, the market trends for jobs requiring advanced degrees in I-O psychology are expected to grow at a “much faster than average” rate”:

Lastly, a market survey done by Roling (2010) found that HR professionals in Atlanta are interested in Professional Development Workshops, Continuing Education Credits, and Professional Masters Degree Programs

| <b>Percent Interested or Very Interested</b>                |     |
|---|-----|
| Professional Development Workshops                          | 73% |
| Continuing Education Credits                                | 55% |
| Professional Masters Degree (Practitioner Focus)            | 41% |
| Traditional Masters Degree (Scientist-Practitioner Balance) | 21% |
| PsyD (Practice-Oriented Doctoral Degree)                    | 41% |
| Traditional PhD (Scientist-Practitioner Balance)            | 37% |

- Masters Level Industrial/Organizational Psychologists (+26%)
- Survey Researcher (+30%)
- Employment, Recruitment, & Placement Specialists (+28%)
- Compensation, Benefits, and Placement Specialists (+28%)
- Training and Development (+23%)
- Human Resources, Training, and Labor Relations Specialists (+21%)

**d. Prioritization within the institution’s strategic plan**

Theme number 6 in the most recent strategic plan for the Franklin College of Arts and Sciences calls for faculty to extend knowledge and expertise to the people outside the University community. An advanced professional degree in I-O psychology helps those HR professionals who are in the best position to influence their company’s success. This program will serve as a direct bridge between the Franklin College and working professionals in the greater Atlanta area.

**2. Description of the program’s fit with the institutional mission and nationally accepted trends in the discipline.**

Two of the University of Georgia’s core features as described in its Mission Statement are consistent with this program:

1. *a commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia along with a comprehensive offering of continuing education designed to meet the needs of Georgia's citizens in life-long learning and professional education;*
2. *a wide range of academic and professional programming at the baccalaureate, master's, and doctoral levels.*

By targeting professionals this program facilitates lifelong learning. By being a professional program this program fulfills the professional mission of the university. Importantly, there are currently no non-profit university affiliated professional masters I-O programs in the state of Georgia. This program would thus serve to make the university's offering more comprehensive and meet additional needs of Georgia citizens.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

The professional masters in I-O program is designed to meet and create demand from working professionals (see Table on previous page). First the structure of the program is designed for working professionals. The structure is a combination of distance and classroom learning, with night and weekend scheduling. Second, and just as importantly, the curriculum is designed to provide a hands-on, practice-oriented I-O masters degree, with both *Workforce Management* and *Leadership Development* tracks. The two curriculum tracks are designed to be the most attractive to professionals. As noted, there is no existing non-profit university affiliated professional master degree in I-O psychology in the state.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies and expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

The program will require shared classroom space and limited shared office space at the Gwinnett campus. Access to online resources for the distance learning component of the program will also be necessary. Two positions are believed to be needed for program start-up. These two positions will be responsible for the recruitment of students and administration of program operations. Office space for one of these 2 positions is also an expected need. This space will be in the Psychology Department at the Athens campus. A marketing budget will be required as part of the recruitment of new students. Once the program begins, the need for at least 1 additional instructor per semester is expected. There will be no additional tenure track faculty needed for the program. We also expect based on projections (Page 12) that the program will be self-sustaining after the 1<sup>st</sup> year.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

**Leadership Development (LD) and Workforce Management Tracks (WM)**  
*33 Hours Total – all classes are 3 credit hours*

**Year 1, Fall**

Workplace Psychology I (Required)  
Organizational Research Methods I (Required)

**Year 1, Spring**

Workplace Psychology II (Required)  
Organizational Research Methods II (Required)

**Year 1, Summer**

Applied Testing and Assessments (Required)  
Competency Modeling & Evaluation (Required)

**Year 2, Fall**

Hiring Practices & the Legal Environment (Required)  
Managing Organizational Change (Required)

**Year 2, Spring (choose 2)**

Diversity and Cross-Cultural Psychology (WM)  
Compensation and Benefits (WM)  
Principles of Leadership (LD)  
Leadership Development and Change (LD)

**Year 2, Summer (choose 2)**

Workforce Education and Career Development (WM)  
Executive Coaching (LD)  
Practicum & Clinical Skills Development (LD)  
Practicum & Skills Development (WM)

The Practicum in the Leadership Development and Workforce Management tracks will be the capstone course for the masters degree. This course is designed for students to demonstrate their ability to integrate theory with practice acquired to this point in the program. Students work through a series of cases and simulated professional experiences that represent multiple aspects of organizational psychology practice. The work and evaluation for this course has both individual and team components. The work of the students will be evaluated by the faculty who taught the student.

- a. Clearly differentiate which courses exist and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

All courses will be newly developed to focus directly on the needs of professional students, but material will be based largely upon courses developed as part of the doctoral level Industrial and Organizational Psychology program, such as Industrial Psychology, Organizational Psychology, and Psychometrics. The course will be taught by existing

faculty in the Industrial and Organizational Psychology Program and selected alumni from the I-O program who are currently working as I-O psychologist in the Atlanta area. There is a pool of 20 or more alumni in the Atlanta area who would be interested and are well qualified to teach in the program.

b. Append course descriptions for all courses (existing and new courses).

See Appendix A for a description of all courses proposed in the curriculum along with curriculum goals for each course. All courses will be offered at the 6000 level.

c. When describing required or elective courses, list all course prerequisites.

### **Program of Study**

The first four classes would meet the required 12 graduate-only hours. The curriculum includes courses that are intended to provide an academic foundation for mastery of the knowledge and skills central to each student's area of concentration either in Leadership Development and Change or Workforce Education and Career Development.

**Workplace Psychology I (Required)**

*No prerequisites other than those required for program admittance*

**Organizational Research Methods I (Required)**

*No prerequisites other than those required for program admittance*

**Workplace Psychology II (Required)**

**Prerequisite: Workplace Psychology I**

**Organizational Research Methods II (Required)**

**Prerequisite: Organizational Research Methods I**

**Applied Testing and Assessments (Required)**

**Prerequisites: Organizational Research Methods I and Organizational Research Methods II**

**Competency Modeling & Evaluation (Required)**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**

**Hiring Practices & the Legal Environment (Required)**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**

**Managing Organizational Change (Required)**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**

**Diversity and Cross-Cultural Psychology**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**

**Compensation and Benefits**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**



## **Principles of Leadership**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**

### **Leadership Development and Change**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**

### **Workforce Education and Career Development**

**Prerequisites: Workplace Psychology I and Workplace Psychology II**

### **Executive Coaching**

**Prerequisites: Principles of Leadership and Leadership Development and Change  
Practicum & Clinical Skills Development**

**Prerequisites: Principles of Leadership and Leadership Development and Change**

### **Practicum & Skills Development**

**Prerequisites: Applied Testing and Assessment, Competency Modeling & Evaluation,  
Hiring Practices & the Legal Environment, Managing Organizational Change, Diversity  
and Cross-Cultural Psychology, Compensation and Benefits**

d. Provide documentation that all courses in the proposed curriculum have met all Institutional requirements for approval.

The specific courses for Gwinnett will be approved as soon as the program is approved.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

See Appendix B for the Society for Industrial and Organizational Psychology's (Division 14 of the American Psychological Association) "Guidelines for Education and Training at the Master's Level in Industrial-Organizational Psychology."

f. Indicate ways in which the proposed program is consistent with national standards.

The proposed program was developed in accordance with the Society for Industrial and Organizational Psychology's (Division 14 of the American Psychological Association) "Guidelines for Education and Training at the Master's Level in Industrial-Organizational Psychology." Below are the areas of competence recommended by the guidelines and a description of how the proposed program would that each of the core competencies and a select few of the optional competencies would be met.

#### **I. Core Psychological Domains (may be acquired at the undergraduate level)**

A. History and Systems of Psychology - By requiring an undergraduate degree in psychology or a related field for admittance to the program, the proposed program will ensure that the requirement for knowledge of History and Systems of Psychology is fulfilled.

- B. **Fields of Psychology** - By requiring an undergraduate degree in psychology or a related field for admittance to the program, or significant experience in these areas, the proposed program will ensure that the requirement for knowledge of Fields of Psychology is fulfilled.

## II. Data Collection and Analysis Skills

- C. **Research Methods – Organizational Research Methods I** is a required course that focuses on research methods that are applicable to organizational settings.
- D. **Statistical Methods/Data Analysis – Organizational Research Methods II** is a required course that focuses on statistics and data analysis methods in organizational settings.

## III. Core Industrial-Organizational Domains

- A. **Ethical, Legal, and Professional Contexts – Hiring Practices & the Legal Environment** is a required course that will include the ethical, legal, and professional guidelines specified by the Society for Industrial and Organizational Psychology.
- B. **Measurement of Individual Differences - Applied Testing and Assessments** is a required course that will focus on developing skills in the measurement of individual differences.
- C. **Criterion Theory and Development** – Criterion theory will be addressed in the required course, **Workplace Psychology I**, and criterion development will be further covered in the required course, **Competency Modeling & Evaluation**.
- D. **Job and Task Analysis** – Job and Task Analysis will be addressed in the required course, **Workplace Psychology I**, and further covered in the required course, **Competency Modeling & Evaluation**.
- E. **Employee Selection, Placement, and Classification** – Concepts necessary for mastery of employee selection, placement, and classification will be first addressed in **Workplace Psychology I**, and further covered in 2 of the required courses: **Hiring Practices and the Legal Environment** and **Applied Testing and Assessments**.
- F. **Performance Appraisal and Feedback** – Concepts necessary for mastery of performance appraisal and feedback will be first addressed in **Workplace Psychology I**, and further covered in **Competency Modeling and Evaluation**.
- G. **Training: Theory, Program Design, and Evaluation** – Concepts in Training Theory, Program Design, and Evaluation will be covered **Workplace Psychology I**. The elective **Workforce Education and Career Development** will also be offered to allow students to further understand these topics.
- H. **Work Motivation** – Work motivation will be covered in the required course, **Workplace Psychology II**. It will also be a recurring theme in such electives as **Compensation Benefits, Leadership Development and Change, and Workforce Education and Career Development**.
- I. **Attitude Theory** – Attitude Theory will be covered in the required course, **Workplace Psychology II**. It will also be covered in **Managing Organizational Change and Diversity and Cross-Cultural Psychology**.

- J. **Small Group Theory and Process** – Small Group Theory and Process will be covered in the required course Workplace Psychology II. It will be further covered in the Principles of Leadership elective.
- K. **Organization Theory** – Organization Theory will be covered in the required course Workplace Psychology II and further in the electives Managing Organizational Change and Leadership Development and Change.
- L. **Organizational Development** – Organizational Development will be addressed in the required courses Workplace Psychology II and Managing Organizational Change. It will be further covered in the following electives: Leadership Development and Change and Workforce and Career Development.

**IV. Additional Industrial-Organizational Domains (educational experiences in these domains are considered desirable but not essential)**

- A. **Career Development Theory** – Career Development Theory will be addressed in the elective, Workforce Education and Career Development course.
- B. **Human Performance/Human Factors** – Human Performance concepts will be covered in the required Competency Modeling and Evaluation course.
- C. **Consumer Behavior** – Consumer behavior concepts were not considered an essential component of the curriculum for the proposed program.
- D. **Compensation and Benefits** – A course on Compensation and Benefits will be an option.

**Industrial and Labor Relations** – Industrial and Labor Relations were not considered an essential component of the curriculum for the proposed program.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Field experiences, in the form of project-based practicum experiences, are required as part of the program and will be facilitated in practicum courses. The attainment of business partners for whom the projects will be completed will be the responsibility of the instructors for the practicum courses. Instructors who have experience and contacts in business will be recruited to facilitate the courses in order to ensure that business connections to provide access to project material will be available.

h. Indicate the adequacy of core offerings to support the new program.

- 6. **Admissions criteria.** Please include required minimal scores on appropriate standardized tests and grade point average requirements.

All applicants will be required to have a baccalaureate degree from an accredited institution and to meet the requirements of the Graduate School.

- 7. **Availability of assistantships (if applicable).**

There will be no assistantships.

8. Student learning outcomes and other associated outcomes of the proposed program.

Student Learning Outcomes

**1. Mastery of content**

Classroom performance, end of year faculty evaluation of students.

**2. Articulate communication (written and oral)**

Classroom performance, class and team based projects

**3. Independent and cooperative work**

Ability to work with teams and individually.

**4. Knowledge of and respect for differences**

Classroom performance (in particular classes on personnel selection, personality, measurement).

**5. Development of values and ethics**

Required topic for I/O students assessed by classroom performance

**6. Critical and creative thinking**

Classroom performance, team and group activities

**7. Multiple Literacies**

Classroom performance.

**8. Self Reflections/Life Skills**

Self assessments of performance in classes and in group projects.

**9. Career performance outcomes**

All students should be able to directly transfer this education to success in their professional life. Multiyear follow-ups of students will be conducted to assure that this is the case.

**9. Administration of the program:**

- a. Indicate where the program will be housed within the academic units of the institution.

The home for the program will be the Psychology Department and the I-O program within the department.

- b. Describe the administration of the program inclusive of coordination and responsibility.

The program will be directed by a tenure track faculty member in the UGA Psychology department. The director will be supported by a full time Public Service Assistant or Academic Professional.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

N/A

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

N/A

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

Enrollment will be cohort base, We assume and enrollment of 30 (Year 1) and 60 (Years 2 and 3). At that point, we will look at the need for program expansion.

13. Faculty

- a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

| Faculty Name  | Rank           | Highest Degree | Degrees Earned | Academic Discipline | Current Workload                              |
|---|----------------|----------------|----------------|---------------------|---|
| Karl Kuhnert  | Associate Prof | Ph.D.          | BA, MS, PhD    | Psychology          | .300 INST;<br>.075<br>ADMIN<br>; .375<br>RSCH |
| W. Keith Campbell   | Prof           | Ph.D.          | BA, MA, PhD    | Psychology          | .225 INST;<br>.263<br>ADMIN<br>; .262<br>RSCH |
| Explanation of how workload will be impacted by the new program: Dr. Kuhnert will increase his Administrative duties by .25 time over 12 months. Dr. Campbell will increase his administrative duties by .083 time over twelve months |                |                |                |                     |   |
| Expected responsibilities in the program: Dr. Kuhnert will serve as Director of the program; Dr. Campbell will have oversight of the program as Department Head   |                |                |                |                     |   |

- b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions

Total Number of Faculty:     4    

We will need to hire 2 part-time faculty during the initial year of instruction. This number will increase to 4. We will need to hire 1 full time administrator for the program who will

also serve in an instructional role. This will be done the year prior to the beginning of the program. These positions will be paid by the proceeds of the program once the program is at capacity. We do not anticipate the need to hire additional tenure-track faculty to the program.

#### 14. External Reviews:

Provide a list of five to eight reviewers, external to the system, from aspirational or comparable programs/institutions. This list should include an explanation of why the reviewers were suggested. This list should not include individuals for whom the department or institution has consulted during the process of program proposal development

Christopher Agnew, Ph.D. Dr. Agnew is the Department Head of the Purdue Psychology Department which has an excellent I-O Psychology program.

Roya Ayman, PhD. Professor, Director, Industrial/Organizational Psychology Training Program, Illinois Institute for Technology. Roya has a long history of running I-O professional masters programs.

#### 15. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

- a. Provide a narrative that explains how current institutional resources will be expended specifically for this program.

The classroom space already exists at the Gwinnett Campus for the program.

- b. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources.

The program is designed to be self-funding after the first year. However, there will be the need for initial funds for the administrative positions that will come from various sources (e.g., Department, College)

- c. Indicate whether the institution will submit a request for new funds as part of its budget request.

No budget will be requested from the Regents

- d. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

We anticipate solid demand for the program as a result of our survey of working professionals and the lack of an equivalent program in Georgia. The cohort size of 30 was chosen because it is an optimal size for a class: large enough to conduct team exercises, but not so large that students get "lost." Revenues are based on tuition charged

by related programs. This assumes that the Regents will approve the differential tuition rate for this professional program. Without that approval by the Regents, the program is not feasible. The program model is based on one existing faculty to serve as Director, a newly hired academic professional to serve as an administrator and instructor in the program, and several newly hired part time clinical faculty who can do much of the teaching. These would be successful professionals in the community who have advanced degrees (e.g., the Ph.D.) but also want the experience of teaching other professionals. We have contacted several members in the community who would be interested in this role.

|  | First<br>Year<br>FY | Second<br>Year<br>FY | Third<br>Year<br>FY | Fourth<br>Year<br>FY |
|--|---------------------|----------------------|---------------------|----------------------|
| <b>I. ENROLLMENT PROJECTIONS</b>                       | 30                  | 60                   | 60                  | 60                   |
| <b>Student Majors</b>                                  | 0                   | 0                    | 0                   | 0                    |
| Shifted from other programs                            | 0                   | 0                    | 0                   | 0                    |
| New to the institution                                 | 30                  | 30                   | 30                  | 30                   |
| <b>Total Majors</b>                                    | 30                  | 30                   | 30                  | 30                   |
|  |                     |                      |                     |                      |
| <b>Course Sections Satisfying Program Requirements</b> | 6                   | 12                   | 12                  | 12                   |
| Previously existing                                    | 0                   | 0                    | 0                   | 0                    |
| New  | 6                   | 12                   | 12                  | 12                   |
| <b>Total Program Course Sections</b>                   | 6                   | 12                   | 12                  | 12                   |
|  |                     |                      |                     |                      |
| <b>Credit Hours Generated by Those Courses</b>         | 18                  | 36                   | 36                  | 36                   |
| Existing enrollments                                   | 0                   | 0                    | 0                   | 0                    |
| New enrollments  | 30                  | 60                   | 60                  | 60                   |
| <b>Total Credit Hours</b>                              | 540                 | 1080                 | 1080                | 1080                 |
|  |                     |                      |                     |                      |
| <b>DEGREES AWARDED</b>                                 | 0                   | 30                   | 60                  | 60                   |
|  |                     |                      |                     |                      |

|                                  | First Year<br>FY | Second<br>Year<br>FY | Third Year<br>FY | Fourth<br>Year<br>FY |
|----------------------------------|------------------|----------------------|------------------|----------------------|
| <b>I. ENROLLMENT PROJECTIONS</b> | 30               | 60                   | 60               | 60                   |
| <b>Student Majors</b>            | 0                | 0                    | 0                | 0                    |

|  |            |             |             |             |
|--|------------|-------------|-------------|-------------|
| Shifted from other programs                            | 0          | 0           | 0           | 0           |
| New to the institution                                 | 30         | 30          | 30          | 30          |
| <b>Total Majors</b>                                    | <b>30</b>  | <b>30</b>   | <b>30</b>   | <b>30</b>   |
| <b>Course Sections Satisfying Program Requirements</b> | <b>6</b>   | <b>12</b>   | <b>12</b>   | <b>12</b>   |
| Previously existing                                    | 0          | 0           | 0           | 0           |
| New  | 6          | 12          | 12          | 12          |
| <b>Total Program Course Sections</b>                   | <b>6</b>   | <b>12</b>   | <b>12</b>   | <b>12</b>   |
| <b>Credit Hours Generated by Those Courses</b>         | <b>18</b>  | <b>36</b>   | <b>36</b>   | <b>36</b>   |
| Existing enrollments                                   | 0          | 0           | 0           | 0           |
| New enrollments  | 30         | 60          | 60          | 60          |
| <b>Total Credit Hours</b>                              | <b>540</b> | <b>1080</b> | <b>1080</b> | <b>1080</b> |
| <b>DEGREES AWARDED</b>                                 | <b>0</b>   | <b>30</b>   | <b>60</b>   | <b>60</b>   |

| <b>II. EXPENDITURES</b>                             | <b>EFT Dollars</b> | <b>EFT Dollars</b> | <b>EFT Dollars</b> | <b>EFT Dollars</b> |
|---|--------------------|--------------------|--------------------|--------------------|
|   |                    | <b>Dollars</b>     |                    | <b>Dollars</b>     |
| <b>Personnel – reassigned or existing positions</b> |                    |                    |                    |                    |
| Faculty   | 34,200             | 34,200             | 34,200             | 34,200             |
| Part-time Faculty                                   |                    |                    |                    |                    |
| Graduate Assistants                                 | 15,452             | 15,452             | 15,452             | 15,452             |
| Administrators                                      |                    |                    |                    |                    |
| Support Staff                                       |                    |                    |                    |                    |
| Fringe Benefits (est. @27%)                         | 13406.04           | 13406              | 13406.04           | 13406              |
| Other Personnel Costs                               |                    |                    |                    |                    |
| <b>Total Existing Personnel Costs</b>               | <b>63,058</b>      | <b>63,058</b>      | <b>63,058</b>      | <b>63,058</b>      |
| <b>Personnel – new positions</b>                    |                    |                    |                    |                    |
| Faculty   |                    |                    |                    |                    |
| Part-time Faculty                                   | 60,000             | 60,000             | 60,000             | 60,000             |
| Graduate Assistants                                 |                    |                    |                    |                    |
| Administrators                                      |                    |                    |                    |                    |



|  |                |                |                |                |
|--|----------------|----------------|----------------|----------------|
| Support Staff  | 65,000         | 65,000         | 65,000         | 65,000         |
| Fringe Benefits (est. @ 27%)                             | 33750          | 33750          | 33750          | 33750          |
| Other personnel costs                                    |                |                |                |                |
| <b>Total New Personnel Costs</b>                         | <b>158750</b>  | <b>158750</b>  | <b>158750</b>  | <b>158750</b>  |
|  |                |                |                |                |
| <b>Start-up Costs (one-time expenses)</b>                |                |                |                |                |
| Library/learning resources                               | 0              | 0              | 0              | 0              |
| Equipment  | 12000          | 5000           | 5000           | 5000           |
| Other  | 0              | 0              | 0              |                |
| Website development                                      | 8,000          | 2000           | 2000           | 2000           |
| Physical Facilities:<br>construction or major renovation | 0              | 0              | 0              | 0              |
| <b>Total One-time Costs</b>                              | <b>20,000</b>  | <b>7,000</b>   | <b>7,000</b>   | <b>7,000</b>   |
|  |                |                |                |                |
| <b>Operating Costs (recurring costs – base budget)</b>   |                |                |                |                |
| Supplies/Expenses  | 5,000          | 5,000          | 5,000          | 5,000          |
| Travel   | 8,000          | 8,000          | 8,000          | 8,000          |
| Equipment  | 0              | 0              | 0              | 0              |
| Library/learning resources                               | 0              | 0              | 0              | 0              |
| Other (marketing, materials, etc.)                       | 30,000         | 15,000         | 15,000         | 15,000         |
|  |                |                |                |                |
| <b>Total Recurring Costs</b>                             | <b>43,000</b>  | <b>28,000</b>  | <b>28,000</b>  | <b>28,000</b>  |
|  |                |                |                |                |
| <b>GRAND TOTAL COSTS</b>                                 | <b>284,808</b> | <b>256,808</b> | <b>256,808</b> | <b>256,808</b> |
|  |                |                |                |                |

|                                  |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| <b>III. REVENUE SOURCES</b>      |         |         |         |         |
| Source of Funds                  |         |         |         |         |
| Reallocation of existing funds   |         |         |         |         |
| New student workload             |         |         |         |         |
| New Tuition (@650/c.h.)          | 351,000 | 702,000 | 702,000 | 702,000 |
| Federal funds                    | 0       |         |         |         |
| Other grants                     | 0       |         |         |         |
| Student fees (est @ 362/student) | 10860   | 21720   | 21720   | 21720   |
| Other                            | 0       |         |         |         |

|   |        |        |        |        |
|---|--------|--------|--------|--------|
| New state allocation requested for budget hearing | 0      |        |        |        |
| Nature of Funds                                   |        |        |        |        |
| Base budget                                       |        |        |        |        |
| One-time funds                                    |        |        |        |        |
|   |        |        |        |        |
| <b>GRAND TOTAL REVENUES</b>                       | 361860 | 723720 | 723720 | 723720 |
|   |        |        |        |        |

16. Supplemental Applied Doctoral Degree Criteria for Non-Research Universities (if applicable): If the proposed program has been developed by a non-research university in terms of University System of Georgia sector differentiation for institutions, then the following supplemental criteria will need to be submitted along with the new proposal.

N/A

*Supplemental Criteria for Applied Doctoral Degrees – Points of Clarification*

Please describe how the institution meets each of the qualifying principles below:

- a. Proposals must clearly demonstrate high and sustained market demand for the professional degree.
- b. The proposing institution must clearly demonstrate readiness to implement the degree program and be prepared to cover all startup costs. Proposals must clearly demonstrate that the program’s infrastructure is sustainable by having available faculty resources and other support attributes.
- c. The proposed doctoral degree curriculum must be of high quality, including a significant requirement for independent, original research.
- d. A program may not be proposed if there is a cost-effective and high-quality alternative delivery approach that could be offered through a proximate institutional partnership and/or hosting arrangement.
- e. The institution must demonstrate a history of success in delivering undergraduate and/or master's degrees in the discipline(s) of the proposed doctorate.
- f. The institution must demonstrate that establishment of the program will not diminish its commitment to existing undergraduate and master's degree programs offered.

**Facilities Information for New Academic Programs**

Proposed Location for the Program: UGA Gwinnett Campus

Floor area required for the program (gross and net square feet): 3500 sq feet

Type of spaces required:

- Ⓢ Number of classrooms 2
- Ⓢ Number of labs 0
- Ⓢ Number of offices 2
- Ⓢ Other spaces \_\_\_\_\_

Place an "X" beside the appropriate selection:

Existing facility will be used as is (area square footage):

\_\_\_\_\_ Existing facility will require modification (area square footage):

Projected renovation cost:

Estimated relocation cost:

Total funding required:

Source of Funding:

\_\_\_\_\_ Construction of new facilities will be required (area square footage):

Estimated construction cost:

Estimated total project cost:

Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding. The program will use existing designated space. The only additional charges would be the lights in the classrooms and the water usage in restrooms.

Other comments:

*Note: A system office Facilities Project Manager (Office of Facilities) may contact you with further questions separate from the review of the new academic program.*

## APPENDIX A

### Course Descriptions for Proposed Curriculum Goals

Workplace Psychology I – An introduction to applications of psychology to the workplace. Topics such as job analysis, selection, performance management, and training and development will be covered. Curriculum goals include:

To understand what it means to be an I-O Psychologist  
To develop an awareness of the history and major perspectives underlying and driving the field  
To develop an understanding of how theory and research is applied to work settings  
To develop critical thinking skills about research and the practice of I-O Psychology  
To develop an understanding for the potential I-O psychology has for society and organizations now and in the future.

**Organizational Research Methods I – Research methods as they are applied in organizational settings will be covered. Survey research, focus groups, program evaluation, and other topics in organizational research will be examined. Instructional goals include:**

Explore a wide range sampling of research design and methods  
Discover the strengths and weaknesses associated with those research designs  
Learn about theoretical and applied constraints and compromises inherent in the research process  
Explore the tensions between ideal research designs and the reality of flawed ideas, data, and methods.  
Learn how to plan and conduct research publishable in the top academic journals  
Learn how to critically review the methods used in empirical research (for peers, your peers, academic conferences and journals).  
Evaluate the ethical issues in social research

**Workplace Psychology II – As the second part of the 2 part series introducing applications of psychology to the workplace, topics such as motivation, leadership, teamwork, worker well-being, and organization change will be covered.**

An appreciation of the challenges of modern organizations and the inherent value of others in those organizations  
An understanding of key models and theories of behaviors in organizations and the values that underlie these ideas,  
An ability to apply these ideas, guided by values of service, quality of life, and respect for others to past, present, and future organizational experiences,  
they seek to become more competent in leading and following, and  
they are becoming lifelong learners searching for and creating excellence in their lives and with others.

**Organizational Research Methods II - Statistical analyses that apply to organizational research settings will be a focus. Analytical methods, interpretation, and reporting and communication will be demonstrated and practiced.**

Covers the fundamentals of applied social science research in various areas of business  
Develop skills that will enable you to effectively evaluate the research of others and to design, conduct, and report on research of your own.  
Employs both theory and data in an effort to describe, explain, predict, and/or influence some phenomenon of interest.

Focus on theory development, construct measurement, research methods, and research critiques as part of an integrated sequence.

Emphasis on both conceptual understanding and the development of practical "how-to" skills.

In this course we would like to provide you with flexible research skills that will help you to meet the challenges you will face as a practitioner

**Applied Testing and Assessments** – The use of assessments in organizational settings will be covered. Evaluation, administration, and interpretation of a suite of common assessments used in organizations will be the focus. Curriculum goals include:

Establish the distinctions between testing, assessment and diagnosis and how these interplay in the decision making process

Describe in detail the process of assessment and concerns associated with various procedures for gathering data

Demonstrate a comprehensive understanding of statistical concepts, measurement scales, quantification of test performance, norms, reliability, standard error of measurement, confidence intervals and validity

Outline the legal and ethical considerations in assessment and the major landmark legislation

**Competency Modeling & Evaluation** – Competency modeling, performance evaluation, and applications to performance management systems will be discussed demonstrated, and practiced. Curriculum goals include:

Understanding the fundamentals of competency management

Experience the process of competency mapping and profiling

Learn the art of customization

Aware of implementation and pre-requisites and strategies

Understand integration of competency profiles to other HR applications

**Hiring Practices & the Legal Environment** – Steps involved in designing valid selection systems will be covered. Legal requirements will be a major focus. Curriculum goals include:

Understand the legal process involving employment law.

Know how to write a job description and conduct a job analysis.

Know how to conduct a job evaluation.

Know how to conduct an effective job interview.

Understand the employee selection process.

Know how to create a performance appraisal instrument.

Know how to administer a performance evaluation system.

Understand the principles associated with sexual harrassment, Title IV, EEOC, Adverse Impact, Affirmative Action

Describe an effective employee testing program.

**Managing Organizational Change** – Processes used to manage organizational change will be discussed. Topics such as mergers, acquisitions, and restructuring will be covered.

Develop the ability to use different lenses to understand organizations  
Increase understanding of the OD practitioners role as a change agent  
Increase awareness of different tools that are used to diagnose organizations as well as interventions used to bring about change through hands-on experience  
Enhance skills in facilitation, OD skills, group process, communication, and collaboration.

**Diversity and Cross-Cultural Psychology** – Topics in diversity management and cross-cultural psychology will be covered, with a focus on methods for fostering diversity and inclusion in organizations. Curriculum goals include:

Understand the evolution of, and current trends in, diversity management.  
Recognize the impact of culture on individuals and their relationships.  
Identify key factors of American culture and how it differs from other world cultures.  
Identify key factors of American corporate cultures, their similarities and differences.  
Understand the nature of prejudice and discrimination, its causes, effects and remedies.  
Identify, value, and respect fundamental differences of others, including differences in gender, ethnicity, age, physical abilities, sexual orientation, and appearance.  
Understand the lives and viewpoints of people in each of these diverse groups, including the typical myths, stereotypes and biases they face in the workplace; evolutions of their current situation; key relevant facts about them; typical beliefs, values, and customs of their group, major issues they face as a group; and leadership opportunities and challenges open to you as their co-worker or manager.  
Assess employee strengths and developmental needs in terms of skills and abilities rather than stereotypes and prejudices.  
Enhance team productivity, synergy, and creativity by developing multicultural teams based on mutual respect and trust.  
Know how to evaluate an organization's status and needs in managing diversity and to recommend or adopt the best approach, from building on affirmative action to valuing diversity to creating a multicultural organization.  
Develop self-awareness of your own personal biases and prejudices to develop understanding and skills to obtain objectivity and open-mindedness regarding your opinions.  
Be flexible and open in your beliefs and opinions about all kinds of people.  
Develop and improve business diversity management understanding and skills.

**Compensation and Benefits** - Students will learn salary and benefits administration methods. Topics such as market and equity analysis, integrating compensation with other HR systems, and benefit options will be covered.

Discuss the strategic importance of compensation to the achievement of organizational goals.  
Identify links between compensation objectives and business strategy.  
Discuss the role of compensation in attracting, motivating, and retaining a high-quality workforce.  
Discuss recent theoretical and practical developments in the area of compensation and benefits.

Develop the basic competencies required for the development and management of compensation systems.

Discuss how compensation management can become a competitive advantage.

Discuss the role of compensation management as part of the new mandate for HR executives.

**Principles of Leadership – Both traditional and modern leadership theories will be explored. Students will be encouraged to explore their own leadership styles.**

To introduce the student to the change process and the steps individuals go through when faced with a change in their lives, be it personal or organizational.

To introduce the student to current thinking in relation to being flexible as an employee, and to managing the human side of the change process as a leader or change agent.

To introduce the students to some contemporary change topics, and understand the reason why companies face continuous change in this competitive, fast-paced business environment.

To instill in students the importance of researching and bringing new ideas to their future organizations and communicating these ideas in a creative way.

To develop a change model that overlays some of the present change management thinking and can actually be used as a tool for driving and sustaining change in future workplace endeavors.

**Leadership Development and Change –Leadership development practices and methods for leading change will be covered. Traditional leadership development approaches, team development, and leading large scale change will be included. Curriculum goals:**

Describe and explain the steps involved to effectively manage organizational change in a variety of contexts and settings.

Distinguish between different types and terminologies of organizational change.

Describe the process of organizational change from multiple theoretical vantage points (e.g. life cycle, teleological, dialectic, evolutionary).

Identify the type and significance of various drivers of organizational change.

Identify the nature and significance of various impediments to organizational change (e.g. organizational inertia, resistance to change).

Explain the nature of the relationship between organizational change drivers and impediments.

Explain organizational change processes from multiple role perspectives (e.g. change agent, change target, leader, middle-manager).

Recognize an improvement in your ability to synthesize, articulate, and disseminate information and knowledge concerning organizational change to others through dialogue and critique.

**Workforce Education and Career Development – Training and development methods and career development will be covered. Training design, methods to enhance learning, and career management processes will be discussed. Curriculum goals:**

Explain and integrate the content and process theories of work motivation for individual career counseling.

Examine self-assessment tools such as the Keirsey Temperament, Career Anchoring Pattern, Values Inventory, Strong Campbell Interest Inventory.

Perform life and career assessment for individual career planning.

Be able to create a personal career/life plan.

Recognize employee stages of career development and identify individual career anchoring patterns for career planning.

Create an individual career development plan.

Practice and needs assessment for the development of a career development program.

Outline the steps of developing an organizational career development program.

Implement a succession planning program.

Describe the characteristics and stages of mentor/learner relationships for the development of mentoring programs.

Accept the importance and techniques of establishing an organizational retirement program.

Diagnose positions for job enrichment as a career development tool.

Practice career coaching and counseling techniques.

Use Career Path Analysis for employee placement and development.

**Executive Coaching – Focused on helping students build coaching skills and techniques, such as delivering feedback, challenging clients, and developing client contracts.**

Curriculum goals include:

Develop your capacity to do leadership coaching

Enhance your ability to discern what leadership coaching is and is not

Help you learn why the ability to coach teams is a critical leadership skill

Learn best practices for coaching teams toward excellence, including understanding team dynamics, process facilitation, and creating conditions that inspire and enable high performance

Play a leadership role in recommending how leadership coaching can be integrated into organizational wide changes

Actively engage in a one-on-one “shadowing” experience for one full day to discover how a corporate executive employs coaching to lead, at companies such as GE, The Limited, McGraw-Hill

Create your “best self” as a leadership coach and develop your Teachable Point of View on leadership coaching

**Practicum & Clinical Skills Development – Focused on facilitating the application of the leadership development curriculum in an applied project. A variety of leadership development initiatives may be implemented for the project, including executive coaching.**

**Practicum & Skills Development – Focused on facilitating applied projects to practice workforce management methods. A variety of workforce management initiatives may be implemented for the project, such as implementing a performance management system.**



## APPENDIX B

### **Guidelines for Education and Training at the Master's Level in Industrial-Organizational Psychology**

**Prepared by the Master's Education Subcommittee of the Education and Training Committee of the Society for Industrial and Organizational Psychology, Inc.<sup>1</sup>[1]**

**Approved by Executive Committee: January, 1994**

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#### **Copyright**

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*Guidelines for education and training at the Master's level in Industrial-Organizational Psychology*. Arlington Heights, IL: Author**

#### **Purpose of The Guidelines**

These guidelines have been written to aid faculty and curriculum planners in the design and change of master's level graduate programs in industrial-organizational (I-O) psychology. master's level training in I-O psychology is widespread. Lowe (1993) identified 55 programs designed to award a master's degree in I-O psychology as a stand-alone degree, but she acknowledged that this was a conservative estimate. The large majority of these programs are not affiliated with a doctoral program (Koppes, 1991).

The impetus for these guidelines is threefold. First, the Society for Industrial and Organizational Psychology, Inc. (SIOP) is interested in providing guidance to, and supporting, such programs. Second, the *National Conference on Applied Master's Training in Psychology* (1990) has recommended the adoption of specialty guidelines such as this. Finally, this is a companion document to the *Guidelines for Education and Training at the Doctoral Level in I-O Psychology* (1985)<sup>2</sup>[2] that called for the creation of guidelines for master's level education. As the content of this document is an outgrowth of the work that was done for the doctoral level guidelines, there is much similarity between the two sets of guidelines.

These guidelines were not written to provide the basis for graduate studies program certification, determining eligibility for specialty licensing as an I-O psychologist, establishing eligibility for membership in the Society, or highlighting the continuing

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education and training needs of the profession. In addition, these guidelines were not designed to be a set of recommendations for education in related fields (e.g., Labor and Human Resources, Organizational Behavior). Although it is recognized that many academic disciplines or specialties are concerned with developing related subject matter and skills, these related areas are beyond the scope of the guidelines.

### **Perspective of the Guidelines**

These guidelines list, categorize, and describe competencies that should guide curricular and pedagogic decisions by faculty responsible for training I-O students at the master's level. Because almost all of the competencies listed here are also contained in the doctoral guidelines, the reader might ask the obvious question: What distinguishes master's level and doctoral level education? The distinctions include:

### **Breadth of Training**

Master's level students will typically receive a narrower breadth of training compared to doctoral students. This stems largely from the fact that fewer hours are required for the master's degree. Thus, the competencies listed in Table I may not be covered as fully at the master's level as they might be at the doctoral level. As a result, there may be considerable variability in program content among master's level I-O programs (e.g., one program may emphasize organizational issues, while another emphasizes industrial issues). Lowe (1993) provides evidence of the variability of master's level I-O programs.

### **Depth of Training**

Master's students are expected to demonstrate basic level competencies (e.g., regression analysis, classical test theory), but only to be exposed to higher-level concepts (e.g., causal modeling, generalizability theory). For example, whereas a doctoral student may take several courses in statistical analysis, the master's student may have just one or two courses. Besides fewer hours, master's education is typically delivered with a lower faculty-student ratio than is true of doctoral level training (Lowe, 1993). This type of training is consistent with the generalization that master's level students will typically be consumers of I-O knowledge, rather than producers of new knowledge. As such, they are engaged in applying this knowledge to issues involving individuals and groups in organizational settings. Those involved in research usually do so under the guidance of a doctoral level psychologist.

### **Career Options**

The career options are different for master's level versus doctoral level graduates. Schippmann, Schmitt, and Hawthorne (1992) reviewed the work roles of I-O students whose terminal degree is the master's degree versus the Ph.D. They concluded that there are substantive differences between the kinds of work performed by these two groups. There were very few master's graduates in academic roles, whereas master's graduates were more highly represented in jobs such as compensation, training, data analysis, and generalist human resource management positions compared with doctoral graduates.

## **Further Education**

Some master's level students are interested in continuing to doctoral study. Master's programs may be designed to serve students who want either (1) predoctoral training, (2) practitioner-oriented training (terminal master's degree), or (3) both. Since doctoral level education in I-O psychology is based on the scientist-practitioner model, programs that provide predoctoral training should also have a scientist-practitioner focus. Thus, when designing such programs, research skills probably should be weighted more heavily (category II competencies) compared with specific content issues (category III competencies). This type of program would also be appropriate for master's level I-O practitioners who work in research settings. Programs designed to meet the needs of students for whom the master's degree will be their highest degree may opt to place greater weight on content issues relative to research skills.

These and other distinctions between master's level and doctoral level training lead to substantial differences in the two levels of training. However, none of the differences highlighted above suggests that the basic content of the field changes as a function of the level of education. Thus, the competencies in this document and the companion guidelines for doctoral programs are similar. The perspective of these guidelines is that the competencies identified in Table I (particularly sections II and III) are ideals that probably no program will meet completely. They are provided to aid faculty and curriculum planners as they start new programs or try to improve their current programs.

## **Title**

A semantic difficulty is encountered in a document such as this. What is the appropriate title, or label, for persons who have completed a master's degree in I-O psychology? The term psychologist is inappropriate because the use of that term is regulated by law in some states, and is usually restricted to persons who have completed doctoral training and/or have been licensed. Further, the employment settings in which these graduates work are so diverse that a job-based title is also inappropriate (e.g., human resource manager, trainer, organization consultant). Titles assigned to other psychological subdisciplines at the master's level (e.g., mental health specialist, case worker, school counselor) are inappropriate.

The following title is used in this document: master's level I-O practitioner. While it is descriptive, it is both unwieldy and, in some cases, misleading. A shorter title would be preferable (e.g., MBA), but the fact that many people are presently unfamiliar with the discipline of I-O psychology makes the use of a very short acronym inappropriate (e.g., MIOP). Further, some master's level graduates will work in research and/or educational settings, which makes the use of the word practitioner problematic. However, since most master's level graduates work in applied settings (Ekeberg, Switzer, & Siegfried, 1991; Schippmann et al., 1992), practitioner is often an appropriate term.

Admittedly, a document such as this cannot mandate the use of a particular title. Nor is it the committees desire to do so. If, and when, a different title achieves popular acceptance, these guidelines should be changed to reflect that fact. Meanwhile, it is important for

students in master's level I-O programs to be identified with the discipline. The title master's level I-O practitioner serves that purpose.

## **Competencies**

A competency-based approach is adopted here (as it is in the doctoral guidelines) as opposed to recommendations about specific curriculum designs and educational experiences. These guidelines focus on the outcomes of training, and on the knowledge, skills, behavior, and capabilities necessary to function as a master's level I-O practitioner. The primary rationale for this approach is contained in the concept of equifinality. It is frequently the case that several alternative curriculum arrangements are equally effective at producing competent graduates. There are several means to the same end. Focusing on curriculum design loses sight of this.

The competencies presented in Table I are taken largely from the doctoral level guidelines. However, there are some significant dissimilarities. First, they are grouped into four major categories. These categories are meant to make some molar distinctions among the competencies. Category I competencies are those that any person who obtains a graduate degree in any field of psychology should possess (see also *National Conference on Applied Master's Training in Psychology*, 1990). Many students will acquire a substantial portion of this information in an undergraduate psychology program. Master's level I-O programs should ensure that their students have exposure to the broad field of psychology.

Category II competencies relate to data collection and analysis. These competencies are important even to consumers of knowledge because they enable them to make informed judgments about new research. This training can be very useful to organizations in a variety of applications. Category III competencies are at the core of the I-O discipline. Ideally, these should receive substantial coverage by any program. However, of necessity an entire course may not be devoted to each of these competencies, but they could be grouped together in a variety of ways. Category IV competencies are beneficial, but are not at the core of the discipline. Many programs might find that other departments or colleges can provide the training for these competencies (e.g., consumer behavior in a marketing department).

A second difference is that some of the competency descriptions have been rewritten to reflect a lower level of sophistication. For instance, the statistical methods/data analysis competency description notes that students should be familiar with (as opposed to competent in) path analysis, factor analysis, and so on. Third, two doctoral level competencies (decision theory and individual assessment) were eliminated completely. Decision theory is partially subsumed under other competencies (the cognitive-affective bases of behavior section under Fields of Psychology, Employee Selection, Human Performance). Within I-O psychology, the practice of Individual Assessment is generally conceded to require licensure, and thus a doctorate. Finally, two competencies have been added (both in Category IV), namely, Compensation and Benefits and Industrial/Labor Relations. These are areas for which many master's level I-O practitioners are responsible (Schippmann et al., 1992).

The additions, deletions, and changes described above were based on four sources of information. First, SIOP sponsored a survey of I-O and organizational behavior programs, and specifically extended this survey to include master's programs (SIOP, 1992). The second source was the personal experience of the committee members as master's level educators and their exposure to a variety of master's level I-O programs. Third, the job analysis information reported by Schippmann et al. (1992) and by Ekeberg et al. (1991) was consulted. Finally, each of the committee members asked several of their colleagues, both in industry and academics, to critique a draft of these guidelines, and their suggestions and comments were incorporated as appropriate.

*Related competencies.* The bulk of this document describes the areas or domains recommended specifically for training in I-O psychology. However, before presenting them, it is useful to comment on other areas considered, but judged not to be appropriate as part of this document.

One such set of competencies that had been suggested might be termed personal skills. These include effective oral and written communication skills, facility at developing interpersonal relationships, effective work habits, critical analytic thinking ability, and so forth. It is quite clear that success in graduate school depends on possessing these attributes. They are also needed for success in one's career. Yet these personal skills are of universal importance, and thus are not included in the domains list.

A second set of issues was suggested by the *National Conference on Applied Master's Training in Psychology* (1990). All graduate students in psychology should possess these competencies. These include library research skills and sensitivity to social and cultural diversity. These are important skills, but do not merit inclusion in this list because they are by-products of quality graduate study, and are not specific to I-O training.

Another cluster of competencies that was not explicated involves areas in which it would be desirable, but not necessary, to have training to ensure career success in I-O psychology. A list of these areas could easily be expanded to include much of the social sciences and business (e.g., content mastery in Economics, Marketing, Labor and Human Resources, and even Accounting). Potentially important process skills would include those needed for employee counseling or individual rehabilitation. Competencies in all these areas would be appropriate and desirable, but they are not made part of these guidelines.

Finally, some think that a good graduate program provides guidance to students in their own career planning and in the use of career enhancement strategies. Such activities help a student in drawing together personal information and experiences in a formal effort to make a career decision and to map out a suitable career path. Once a decision has been made, appropriate developmental experiences could then be provided in a systematic way. Many schools already incorporate such planning, often using a variety of mechanisms (e.g., assigning formal advisors). However, once again, while this was viewed as a desirable feature of a graduate program, it is not considered to be a competency that graduates ought to possess.

### **Strategies for Building Competence**

Program designers and faculty may develop a student's capabilities in a competency domain by using one or more methods or techniques. For many (or most) competencies, multiple means are preferable. A given course is likely to touch upon more than one area, particularly in comparison to doctoral level training. Moreover, the resources and capacities of a given program also will shape curriculum design. For these reasons, the guidelines do not detail a specific curriculum plan.

Table 2 describes curriculum options identified by the Master's Education Subcommittee as useful methods for master's level training. While other approaches and variations do exist, the list in Table 2 is reasonably inclusive. It would be consistent with the spirit of these guidelines for a program to develop skill or knowledge in several domains using a single particular educational experience (e.g., a seminar, a supervised field project, or an assigned reading list).

### **Competencies are Dynamic**

The competency-based approach of these guidelines is advantageous for several reasons. It maintains a focus on what is to be taught and learned, provides desirable flexibility to curriculum planners, and recognizes the multiple paths to developing most important skills. Nonetheless, it also is true that the recommendations based on such an approach might become dated. Therefore, the present guidelines should be reevaluated regularly. They must be kept up to date by continuous reference to the nature of work and conditions surrounding the I-O practitioner at work.

### **TABLE 1**

#### **Areas of Competence to be Developed in Master's Level I-O Psychology Programs**

This table lists the recommended areas of competence to be developed in students in master's level I-O programs. Competencies listed in section I may be obtained as part of the student's psychological training at the undergraduate level. Competencies listed in section IV are optional.

#### **I. Core Psychological Domains (may be acquired at the undergraduate level)**

**A. History and Systems of Psychology**

**B. Fields of Psychology**

#### **II. Data Collection and Analysis Skills**

**A. Research Methods**

**B. Statistical Methods/Data Analysis**

#### **III. Core Industrial-Organizational Domains**

**A. Ethical, Legal, and Professional Contexts**

- B. Measurement of Individual Differences
- C. Criterion Theory and Development
- D. Job and Task Analysis
- E. Employee Selection, Placement, and Classification
- F. Performance Appraisal and Feedback
- G. Training: Theory, Program Design, and Evaluation
- H. Work Motivation
- I. Attitude Theory
- J. Small Group Theory and Process
- K. Organization Theory
- L. Organizational Development

IV. Additional Industrial-Organizational Domains (educational experiences in these domains are considered desirable but not essential)

- A. Career Development Theory
- B. Human Performance/Human Factors
- C. Consumer Behavior
- D. Compensation and Benefits
- E. Industrial and Labor Relations

**Competency Descriptions**

**I. CORE PSYCHOLOGICAL DOMAINS**

(See preceding discussion, especially the Competencies section, for distinctions among the four domains.)

**I.A. History and Systems of Psychology**

If I-O students know how the discipline of psychology developed and evolved into its present configuration, then each generation will share the common bonds and language of the discipline. They will also possess a knowledge of the intellectual heritage of our field. Such common knowledge is important for the pragmatic functional role it plays in

communication and in preventing frequent repetitions of the mistakes and dead ends of the past. Many historical schools and systems of psychology have a contemporary representative, either in a pure or a diluted form; a knowledge of the roots of these different theoretical positions is important. For example, many contemporary debates about theoretical perspectives appear dysfunctional when viewed against the background of historical developments in our field. A knowledge of our history enables us to appreciate these different approaches both for their unique contribution to psychology and for the alternatives they provide for an understanding of observable phenomena.

Finally, an understanding of history and systems of psychology allows integration of I-O psychology into the broader discipline by tracing our roots back to American functionalism, radical behaviorism, views of Freud, Titchener, Tolman, Spearman, and Cattell and other perspectives that have shaped our thinking about psychology. As consumers of current and future psychological research, master's level I-O practitioners should understand the relationship of these findings to the broader discipline of psychology.

### **I.B. Fields of Psychology**

I-O psychology is basically the study of behavior of individuals that occurs in a particular setting, that is, organizations of almost any kind. This focus differentiates it from fields of psychology that study basic processes (perception, memory, learning); from fields that study particular populations of individuals (children, mentally disturbed, developmentally challenged); from fields that study analytic procedures or assessment procedures (psychometrics); and from fields that study mechanisms of behavior (physiological psychology, brain research). Although the populations of individuals and the locations are diverse, in this emphasis on behavior in a special setting we are eclectic. Because we borrow ideas, procedures, and paradigms from the other fields of psychology, it is important that we have an understanding of the strengths, weaknesses, and sources of our often-unacknowledged borrowings.

While we draw freely from other fields of psychology, we do not borrow equally from all fields. We share a great deal with social psychology, psychometrics, motivation, learning, and personality. In our current work (as a group), we borrow less from clinical, developmental, and physiological-sensory psychology. The importance of these fields of psychology to the I-O area changes over time and varies with the particular interests of the individual I-O practitioner. It is difficult to predict which of the related fields will develop research in the near future that will have an impact on I-O psychology.

In any event, to be consistent with American Psychological Association (APA) and Council for Applied Master's Programs in Psychology (CAMPP) recommendations, students should be exposed to the following broad areas:

a) Biological bases of behavior: physiological psychology, comparative psychology, neuropsychology, sensation and perception, psychopharmacology.

b) Acquired or learned bases of behavior: learning, thinking, motivation, emotion.



c) Social bases of behavior: social psychology, group processes, organizational and systems theory.

d) Individual differences: personality theory, human development, abnormal psychology.

Master's level I-O practitioners should be familiar with the relevant perspectives and applications from these areas.

## **II. DATA COLLECTION AND ANALYSIS SKILLS**

### **II.A. Research Methods**

The domain of research methods includes the methods, procedures, and techniques useful in the conduct of empirical research on phenomena of interest in I-O psychology. The specific topics encompassed by research methods include the scientific method (with attention to issues in the philosophy of science), inductive and deductive reasoning, problem statements and research questions, hypotheses, study designs (experimental, quasi-experimental, and nonexperimental), the nature and definition of constructs, the manipulation of variables (in experimental research), the concepts underlying and methods used for the assessment of the reliability and validity of measures, the administration of various specific types of measures (questionnaires, interviews, observations of behavior, projective measures, etc.), the use of various sampling procedures (probability and nonprobability types) especially as applied to survey research, the conduct of research with various specific strategies (field study, laboratory experiments, field experiment, sample survey, simulation, case study, etc.), the use of statistical methods to establish relationships between variables, the formulation of research-based conclusions, and the ethical standards that govern the conduct of all research involving human participants. Specific knowledge about relative strengths and weaknesses of different research strategies as well as a tolerant appreciation of the benefits of alternative strategies must be developed. While master's level I-O practitioners will need more expert guidance in using these methods and procedures in complex applications, they should develop the skill to use them in less complex applied situations (such as training evaluation and attitude surveys) and the ability to interpret and evaluate others research.

### **II.B. Statistical Methods/Data Analysis**

This domain has to do with the various statistical techniques that are used in the analysis of data generated by empirical research. The domain includes both descriptive and inferential statistical methods; it spans both parametric and nonparametric statistical methods. Among the specific competencies, issues and techniques encompassed by the domain are: estimates of central tendency; measures of variability; sampling distributions; point and interval estimates; inferences about differences between means, proportions, and so forth; univariate analysis of variance; linear regression and correlation; and multiple regression. These topics are likely to be particularly useful in mainstream organizational research settings such as survey analysis and program evaluation. Knowledge of this domain implies a basic understanding of the statistical foundation of such methods, asymptotic sampling variances of different statistics, the assumptions underlying the proper use of the same methods, and the generalizations,

inferences, and interpretations that can legitimately be made based on statistical evidence. In addition, familiarity with the following techniques would be useful to students in their role as consumers of research: multivariate analysis of variance, nonlinear regression and correlation, path analysis, factor analysis, meta-analysis, and causal modeling.

Students should be skilled in using at least one of the major statistical software packages designed for social science research so they can perform appropriate analyses for applied research projects in work organizations.

### **III. CORE INDUSTRIAL-ORGANIZATIONAL DOMAINS**

#### **III.A. Ethical, Legal, and Professional Contexts**

This domain has to do with the ethical, legal, and professional contexts within which the master's level I-O practitioner will operate. I-O master's graduates should have knowledge of, and should behave in accord with, relevant ethical guidelines (e.g., *Ethical Principles of Psychologists and Code of Conduct*, 1992). I-O master's students should know relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commissions *Uniform Guidelines on Employee Selection Procedures*, 1978). Since a fair amount of professional work done in organizations is covered by negotiated labor contracts, competency in this domain would also include an awareness of opportunities and constraints imposed by such agreements as well as an appreciation of the labor/management dynamics associated with them. Finally, all master's level I-O practitioners should have knowledge of the various professional norms, standards, and guidelines relevant to the profession (e.g., *Specialty Guidelines for the Delivery of Services by Industrial-Organizational Psychologists*, 1981; *Principles for the Validation and Use of Personnel Selection Procedures*, 1987; and *Standards for Educational and Psychological Tests*, 1985).

#### **III.B. Measurement of Individual Differences**

I-O psychology emphasizes the importance of individual differences in the study of individual behavior. This topic is foundational to many applied issues, such as employee selection, performance appraisal, employee attitude surveys, and training evaluation. A sound background in classical measurement theory is essential (e.g., reliability, validity) and exposure to modern measurement theories and their respective areas of application is highly desirable (e.g., generalizability theory, item response theory, causal modeling). The areas of measurement that are relevant include all knowledge, skills, abilities, and other personal characteristics that affect behavior in work contexts. Master's level I-O practitioners would not typically be involved in the creation of new measures except under the direction of a Ph.D. level psychologist.

Much of what master's level I-O practitioners do in this area is subject to close scrutiny by courts of law, civil rights groups and professional colleagues. Because of these external and internal pressures, master's level I-O practitioners, should be competent to monitor practice and to apply measurement principles in conformance to the highest standards of the discipline.

### **III.C. Criterion Theory and Development**

Almost all applications of industrial-organizational psychology (e.g., selection, human resources planning, leadership, performance appraisal, organization design, organization diagnosis and development, training) involve measurements against criteria (standards) of effectiveness for individuals, groups, and/or organizations. The selection of criteria is not a simple issue and represents a significant area of concern for I-O psychologists.

The knowledge base of this domain incorporates understanding the theoretical and practical issues such as single versus multiple criteria, criterion dynamics, the characteristics of good and acceptable criteria (relevance, reliability, practicality), and criteria as a basis for understanding human behavior at work and in organizations. Beyond this knowledge, the master's level I-O practitioner should have the skills necessary for developing valid criteria and methods of measuring them. These necessarily include skills in many other domains identified in the document (e.g., job analysis, measurement).

### **III.D. Job and Task Analysis**

This domain encompasses the theory and techniques used to generate information about what is involved in performing a job or task, the physical and social context of this performance, and the attributes needed by an incumbent for such performance. Tasks are basic units of activity, the elements of which highlight the connection between behavior and result. A job is a grouping of tasks designed to achieve an organizational objective.

The fundamental concern of job and task analysis is to obtain descriptive information to design training programs, establish performance criteria, develop selection systems, use job evaluation systems, redesign machinery or tools, or create career paths for personnel. The specific steps taken and the type of information gathered will vary depending on the purpose of the job and task analysis. Relevant information that should be considered includes: what worker behaviors are involved; the knowledge, skills and abilities required; the standards of performance wanted; the tools, machines, and work aids used; the sources of information available to the incumbent; the social, environmental, and physical working conditions; and the nature of supervision. Similarly, some steps involved in job and task analyses include: identifying the purpose of the analysis; preparing, designing, or selecting a job analysis system; collecting job or task information; summarizing the results; and documenting the steps taken for future reference. The individual competent in this domain should have a knowledge of the different approaches to job and task analysis, as well as skill in applying these techniques in the field.

### **III.E. Employee Selection, Placement, and Classification**

This domain consists of the theory and techniques involved in the effective matching of individual needs, preferences, knowledge, skills and abilities with the needs and preferences of organizations. An organizations needs are defined by the jobs assigned to positions in the organization.

More specifically, this domain encompasses theory and research in: human abilities; test theory development and use; job analysis; criterion development and measurement; classical and decision theory models of selection, placement, and classification; alternative selection devices (e.g., interviews, assessment centers); and legal and societal considerations that affect selection, placement, and classification. In particular, the individual must keep current with the legislation and court decisions related to these issues as well as with responses of the Society to laws and their interpretations. This domain also includes various specialized statistical techniques.

The level of knowledge of the master's level I-O practitioner should be sufficient to: (1) determine the most appropriate selection procedure for measuring knowledge, skill, ability, and/or personal characteristics and the appropriate validation strategies; (2) recognize when a higher level of expertise is necessary to develop and evaluate a selection system; and (3) work under the direction of a Ph.D. psychologist when conducting criterion-related and/or construct validation studies. In addition, the individual should be skillful in applying the theory and techniques of this domain to develop content valid selection procedures typically found in an employment setting (e.g., interviews, work samples).

### **III.F. Performance Appraisal and Feedback**

Performance appraisal and feedback have a knowledge and skill base. This area centers on the methods of measuring and evaluating individuals as they perform organizational tasks and on taking action (administrative and/or developmental) with individuals based on such appraisals. The knowledge base includes a thorough understanding of rating scale construction and use, as well as understanding of the relative advantages of different rating sources (e.g., supervisory vs. peer). Also relevant are the areas of measurement theory, data analysis, criterion theory and development, motivation theory, and the factors that underlie interpersonal perception and judgment. The skill base includes procedures for communicating performance evaluations to job incumbents and counseling them in appropriate means of improving their performance. Also, skill in designing a complete performance appraisal and feedback system which meets organizational needs while maintaining and/or enhancing worker motivation and/or performance is desirable.

### **III.G. Training: Theory, Program Design, and Evaluation**

This domain includes theory and techniques used to design, conduct, and evaluate instructional programs. The instructional process begins with a needs assessment, including organizational, job, and task analyses to determine the goals and constraints of the organization and the characteristics of the job and trainees. Familiarity with basic phenomena of learning (e.g., modern learning theory, principles of adult learning, conditioning principles) as well as knowledge of the different approaches to training (e.g., computer-assisted instruction, simulation, behavior modification) are necessary for designing programs. Transfer of training to the desired setting is an important consideration. In order for programs to be conducted as planned, the instructors must have good instructional skills. Thus, training the trainers may be necessary.

Both the process and the outcome of the program may be evaluated to determine if it has been conducted as planned and whether it has had any effect. Knowledge of design issues such as pre- and post-testing and control groups, as well as organizational constraints, is necessary for planning an evaluation strategy.

### **III.H. Work Motivation**

Work motivation refers to the conditions within the individual and his or her environment that influence the direction, strength, and persistence of relevant individual behavior in organizations when individual abilities and organizational constraints are held constant. Master's level I-O practitioners need to have a sound background in work motivation at three levels. First, they must be familiar with the theories of human motivation including (but not limited to) need theories, cognitive theories, and reinforcement theories. In all cases, there must be a good understanding of the extensive research and theory that exist outside the domain of work in the basic psychological literature. At the second level, there must be an understanding of the research and theory in relevant domains of I-O psychology that represent general applications of one or more motivational perspectives (i.e., general strategies for work motivation such as goal setting, job design, incentive systems, and participation in decision making). Finally, there must be an awareness of very specific practices that adapt motivational constructs to specific cases. An example of the latter is the use of management-by-objectives a combination of goal-setting principles with participation.

### **III.I. Attitude Theory**

Attitudes, opinions, and beliefs are extremely important in organizational settings. They are important in their own right because of humanitarian concerns for the quality of working life of those who are employed in organizations. They are also important for diagnosing problems in organizations. Finally, they are important because they relate to the behavioral intentions and to the behavior of individuals at work. In particular, master's level I-O practitioners should be aware of the extensive literature on the determinants, consequences, and measurement of job satisfaction and related constructs such as involvement and commitment.

### **III.J. Small Group Theory and Process**

Much of human activity in organizations takes place in the presence of other people. This is particularly true of work behavior. The pervasiveness of interpersonal relationships and task interdependencies in organizations demands that master's level I-O practitioners have a good understanding of the behavior of people in social groups. Such an understanding requires that they be familiar with research and theory related to interpersonal behavior in small groups. This body of theory and research draws from social psychology, organizational psychology, sociology, and organizational behavior. A suitable background in group theory involves an understanding of leadership and power, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

### **III.K. Organization Theory**

It is well accepted that the structure, function, processes, and other organizational level constructs have an impact upon the behavior of individuals in organizations. Therefore, it is necessary that master's level I-O practitioners have a good understanding of the nature of complex organizations. This understanding should include, but is not limited to, classical and contemporary theories of organizations, organizational structure, organizational design, technology, and the process of organizational policy formation and implementation.

### **III.L. Organizational Development**

This domain encompasses theory and research about facilitating change in individuals, groups, and organizations to improve their effectiveness. This body of theory and research draws from such related fields as social psychology, counseling psychology, educational psychology, vocational psychology, engineering psychology, and organizational theory.

More specifically, this domain concerns theory and research related to: individual change strategies including training, socialization, attitude change, career planning, counseling, and behavior modification; interpersonal and group change strategies, including team building and group training, survey feedback, and conflict management; role or task oriented change strategies, including job redesign, role analysis, management by objectives, and temporary task forces; and organizational system directed change strategies, including survey feedback, open systems oriented change programs, human resource accounting, flexible working hours, structural changes, control system changes, sociotechnical systems and quality circles.

## **IV. ADDITIONAL INDUSTRIAL-ORGANIZATIONAL DOMAINS**

### **IV. A. Career Development Theory**

Theories and empirical research on career development are concerned with the interplay between individuals and environments and attempt to describe the nature of the patterns of positions held and resultant experiences during an individuals working life. Included in this domain are models and explanations of the origin and measurement of individual aptitudes and interests; how individual, social, chance, and environmental factors shape educational and training experiences; specific skill training and development; early work history, occupational choice, organizational/job choice and change; the sequence of jobs taken after organization entry, and preretirement planning.

Knowledge in this area would reflect an understanding of these interactional processes, developmental events and phenomena as they are considered both by the individual employee and from the perspective of the employing organization. Knowledge of how organizational practices such as recruitment, selection, job placement, training, performance appraisal, and career planning programs enhance or retard career development is also necessary.

### **IV. B. Human Performance/Human Factors**

Human performance is the study of limitations and capabilities in human skilled behavior. Skill is broadly construed to include perceptual, motor, and cognitive activities, and the integration of these into more complex behavior. Emphasis is on the interaction of human behavior and the task environments, ranging from detection and identification of simple events to problem solving, decision making, and control of complex environments. Included among the variables that affect human performance are individual differences, organismic variables, task variables, environmental variables, and training variables.

Competency in this area assures awareness of issues of experimental design, some knowledge of computer programming, and quantitative modeling based on techniques from mathematical psychology, engineering, and computer science. Familiarity in the subject areas of basic experimental psychology is combined with an awareness of applied research in such areas as work station design, workload measurement, control systems, information display systems, and person-computer interactions.

#### **IV. C. Consumer Behavior**

The focus of this area is the systematic study of the relationship between the producers (and distributors) and actual or potential consumers of goods and services. This involves many of the following concerns: consumer preferences for product features, product testing, consumer attitudes and motivation, buying habits and patterns, brand preferences, media research (including the effectiveness of advertisements and commercials), packaging design and features, estimating demand for products or services, and the study of the economic expectations of people. There is a substantive or content basis to this domain because there is a body of theory and data amassed dealing with the antecedents and correlates of consumer behavior that can be learned. There is a skill component as well, since the area is built upon the appropriate application of a variety of social science research methodologies (e.g., sampling theory, questionnaire and survey protocol design and execution, individual and group interviewing, stimulus scaling, and mathematical model building).

#### **IV. D. Compensation and Benefits**

The reward system for employees can be critical to the success or failure of an organization, and is of intense interest to individual employees as well. Employee benefits comprise a substantial proportion of labor costs. Retirement plans, medical plans, family and parental leave, vacation time and alternative work schedules are but a few of the issues that an organization must address. This is an applied domain that incorporates many of the competencies identified above including job and task analysis, work motivation (e.g., equity and expectancy theory), attitudes (e.g., job satisfaction), and legal and regulatory contexts. In addition, there are specific methods or approaches to the design and implementation of a reward system that should be well understood (e.g., point system of job evaluation).

#### **IV.E. Industrial and Labor Relations**

The presence of a union, either formal or informal, in an organization strongly influences human resource management activities. Particularly relevant are the limitations imposed

by seniority and job security rules, grievance and arbitration procedures, wage and benefit administration, and union versus management rights regarding job assignments, promotion, discipline, training, attendance, and termination. In addition, the role of unions in supporting system-wide organizational change is critical to the functions of employee and organizational development. Competency in this domain includes familiarity with major labor legislation and with contractual obligations that affect human resource policy implementation, as well as familiarity with labor contract administration processes, with the effects of union-management relationships on disciplinary systems, job and employee evaluation systems, recruitment, selection, placement and training systems, motivation and reward systems, and on processes for effecting organizational change.

TABLE 2

Curriculum Options Considered in the Guidelines

1. **Formal course work** is classroom instruction common to university settings in which material pertinent to the domains is covered. This method itself can involve a variety of different techniques including lectures, discussion, presentations, case analysis, experiential exercises, and so forth.
2. **Independent reading/study** is nonclassroom instruction in which the student, in consultation with qualified faculty, assumes responsibility for and commitment to the accomplishment of domain objectives. This method includes all forms of nonclassroom instruction for which self-initiated effort is of central concern and for which such effort can successfully result in the achievement of relevant domain objectives. Examples would include self-initiated effort through reading; generating appropriate review manuscripts, proposals or reports; designing and conducting a research investigation; and acquiring interactive computer skills.
3. **Supervised experience (internships, practica)** is nonclassroom instruction in which the student is actively engaged in projects under the direct supervision of qualified personnel. Such projects would be aimed at fulfilling specific training objectives mutually agreed to by the student, the supervisor, and program faculty with special emphasis given to the acquisition of skills. Participation would not be motivated primarily for compensation. This method will often be characterized by *in vivo* learning opportunities such that the student learns skills that will transfer to settings in which the student will eventually be working.

In all cases, however, there is meaningful professional supervision of the training experience. Although internship supervisors may not be I-O psychologists, their skill and knowledge base, job duties, scope of practice, and ethical principles should be congruent with those of I-O psychology. Students are also supervised by a faculty member who is an I-O psychologist. Examples would include practicum and internship experiences, field work teaching/training, thesis/dissertation research, and so forth.

4. **On-the-job training** is nonclassroom instruction in which capabilities are learned through hands on experience with applied tasks under the explicit guidance of a professionally



qualified task expert. Such training is typically done in conjunction with one's job, and participation involves compensation. On-the-job training provides firsthand knowledge of how the skills and knowledge within the domains of I-O psychology can be used to address problems and allows for the opportunity to focus on solutions that will have an impact on the setting in which the student is working.

5. **Modeling/observation** is nonclassroom implicit instruction that is obtained as a result of studying under, working with, and paying attention to professionally qualified personnel in the daily conduct of their jobs and special projects. This method implies that learning of important skills might well be obtained without explicit instructional intent on the part of the model. On the other hand, modeling may also be done in a purposeful and self-conscious manner. Modeling/observation, because of its personal nature, cuts across several of the above training methods.

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The competencies presented in Table I are taken largely from the doctoral level guidelines. However, there are some significant dissimilarities. First, they are grouped into four major categories. These categories are meant to make some molar distinctions among the competencies. Category I competencies are those that any person who obtains a graduate degree in any field of psychology should possess (see also , 1990). Many students will acquire a substantial portion of this information in an undergraduate psychology program. Master's level I-O programs should ensure that their students have exposure to the broad field of psychology. Category II competencies relate to data collection and analysis. These competencies are important even to consumers of knowledge because they enable them to make informed judgments about new research. This training can be very useful to organizations in a variety of applications. Category III competencies are at the core of the I-O discipline. Ideally, these should receive substantial coverage by any program. However, of necessity an entire course may not be devoted to each of these in a variety of ways. Category IV competencies are beneficial, but are not at the core of the discipline. Many programs might find that other departments or colleges can provide the training for these competencies (e.g., consumer behavior in a marketing department).

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The following title is used in this document: master's level I-O practitioner. While it is descriptive, it is both unwieldy and, in some cases, misleading. A shorter title would be preferable (e.g., MBA), but the fact that many people are presently unfamiliar with the discipline of I-O psychology makes the use of a very short acronym inappropriate (e.g., MIOP). Further, some master's level graduates will work in research and/or educational settings, which makes the use of the word practitioner problematic. However, since most master's level graduates work in applied settings (Ekeberg, Switzer, & Siegfried, 1991; Schippmann et al., 1992), practitioner is often an appropriate term.

These guidelines have been written to aid faculty and curriculum planners in the design and change of master's level graduate programs in industrial-organizational (I-O) psychology. Master's level training in I-O psychology is widespread. Lowe (1993) identified 55 programs designed to award a master's degree in I-O psychology as a stand-alone degree, but she acknowledged that this was a conservative estimate. The large majority of these programs are not affiliated with a doctoral program (Koppes, 1991).

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\*Obtained from: <http://www.siop.org/guidelines.aspx>