THE MASTER OF ARTS PROGRAM
IN
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

GRADUATE SCHOOL OF ARTS AND SCIENCE
NEW YORK UNIVERSITY

Information Booklet for Applicants

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For the latest information on our MA program, including course schedules, as well as descriptions of our courses and faculty, please visit the website for NYU's Psychology Department at: www.psych.nyu.edu.
OVERVIEW

The M.A. program in psychology in the Graduate School of Arts & Science at New York University offers a unique opportunity for study in one of the most prestigious psychology departments in the country. Faculty in the Department of Psychology carry out active research in many areas of psychology, in both basic and applied fields. M.A. students have the opportunity to work directly with faculty members both in tutorial research programs and in master’s thesis research.

There are a variety of reasons why students pursue an M.A. in psychology at NYU. Some students take a master’s for improved employment opportunities, while others take an M.A. to help prepare them for doctoral-level studies. The M.A. Program may be completed on a part-time or full-time basis, providing that all course work and either a comprehensive examination or thesis is completed within a five-year period. Most M.A. courses begin at 6:20pm, and a few begin at 4:20pm. Courses meet once a week, except for Statistics, which meets twice a week. Students can begin the MA program in the Fall, Spring, or Summer semester. The M.A. program is separate from the doctoral programs in psychology at NYU. Students with the appropriate background who wish to obtain a doctorate in psychology should apply directly to the doctoral program in their area of choice: Community, Cognition and Perception, or Social (which includes Organizational).

In addition to an M.A. in industrial/organizational psychology, our department offers a master of arts degree in general psychology. The same admissions criteria apply to both, and students may switch from one MA program to the other if their interests change.

MASTERS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Our M.A. in Industrial/Organizational psychology is designed to prepare graduates to apply research and principles of human behavior to a variety of organizational settings. It first grounds students in the basic psychological underpinnings of motivation, cognition, social influence, and individual differences. More advanced coursework then focuses on application to the world of work, including training, performance appraisal, personnel selection, organizational development, leadership and change. The majority of waking time in life is spent working, thus the applications of psychological theory and research within the world of employment is a critical science with extensive impact and implications.
As a whole, I/O psychology utilizes techniques of observation and investigation to understand how and what it is that people do and how they adapt within the context of an organization. The overarching goal is to describe, explain, shape, and mold behavior for the betterment of both the individual and organization. Students learn how theory and research can be utilized to hire better employees, increase job satisfaction and productivity, train new skills and competencies, recognize and reward high performers, resolve conflicts, identify and develop future leaders, and manage strategic organizational change programs and processes.

One of the greatest strengths of our newly restructured and revised program is its balanced presentation of both the “I” and the “O” of I/O psychology. Students can concentrate their work in either the more socially oriented interpersonal and group processes characterized by organizational psychology, or the greater individual and measurement focus found within industrial psychology, adding electives to tailor their curriculum to meet specific career goals. However, course requirements ensure that all students will be provided with a basic understanding of both sides of the discipline preparing them for the full variety of employment opportunities in the field.

Many students in the program are returning for additional skills and expertise, having already worked in Human Resources departments. Students coming directly from undergraduate programs without work experience are strongly encouraged to engage in volunteer internships in HR departments or consulting firms, and are aided in finding such placements. The overall intent of the program is to provide practical experience and knowledge that can immediately be implemented within a number of related work settings. However, even though this program is designed primarily as a terminal master’s degree, it can be modified to prepare students for doctoral study in I/O Psychology.

**THE FACULTY**
The faculty for the program includes both prominent theoretical academicians as well as highly respected adjunct professors applying theory and research within the world of work. This balance allows students to obtain a rich blend of the scientist as well as the practitioner.

**OUR GRADUATES**
Graduates of the program find expanded opportunities within traditional corporate human resources departments, in consulting firms, with government agencies, in health care settings, or in research and development functions. In recent years, our graduates have been hired by organizations such as Andersen Consulting, the Hay Group, and Assessment Solutions Incorporated. Other students have gone on to doctoral programs at Colorado State, University of Connecticut, and other schools.
ADMISSION REQUIREMENTS

Students applying for admission to the M.A. program must hold a baccalaureate degree from an accredited institution, and have attained a grade point average of 3.0 (i.e., B) or better. It is not necessary to have an undergraduate psychology major. Indeed, the M.A. program welcomes students from diverse backgrounds including those who have been working following their undergraduate education. However, to ensure a basic background in psychology, all applicants must have completed at least an introductory or general psychology course and an undergraduate statistics course (business or economic stats is acceptable) with grades of B or better in each.

All applicants must take the General Aptitude Test of the Graduate Record Examination (GRE) and obtain at least a score of 530 in each section (the requirement for the verbal GRE is relaxed somewhat for foreign students, who must also submit an acceptable TOEFL -- Test of English as a Foreign Language -- score). The subject test in psychology is not required.

Applicants must submit letters of recommendation from three people. Preferably, the letters should come from former professors at college, but, for applicants who have been out of school for some time, letters from supervisors are acceptable. Letters should not be from family friends or counselors, or from religious or political figures, unless the recommender has been in a position to personally supervise the applicant's academic or work performance.

Applications for admission (and course catalogs) can be obtained from NYU's Graduate School of Arts and Science, Office of Admissions and Financial Aid, PO Box 907, New York, NY 10003 (212-998-8050), or from the grad school web site at www.nyu.edu/gsas. Applications can be submitted at any time, but should be submitted by March 1 for Fall or Summer admission, and October 1 for Spring admission.

DEGREE REQUIREMENTS

Formal requirements for the M.A. degree in psychology are the satisfactory completion of 36 points (at least 27 at New York University and at least 21 in the Psychology Department), and either a written comprehensive examination or, with special permission, a master's thesis.

In addition, (1) all core courses must be taken at NYU in the Psychology Department, and (2) students must earn a grade of at least B in all core courses.

All of the courses in the M.A. program are 3 points each, so 12 courses must be taken. Students may take anywhere between one and four courses each semester. The program is expected to take two years to complete in most cases, but can be completed a little sooner for full-time students (especially if some courses are taken during the summer
session), or somewhat later for those working full-time. A student who has completed all course work, but must stay enrolled to take the comprehensive examination or complete a thesis, must pay a matriculation fee each semester until graduation. A maximum of five years from the date of first registration is allowed for completing the degree.

Basic course requirements (all of the following are required for all students, and should be completed within the first two semesters of the M.A. program):

**Statistics:** 
*G89.2016 Intermediate Master’s Statistics*
In special cases, G89.1016 or a doctoral course may be substituted.

**Research:**
*G89.2067 Applied Research Methods.* In special cases, another research course may be substituted.

**Introductory Course:** 
*G89.2032 Intro to I/O Psychology.* Only if a student has taken a very similar, graduate-level course at another institution can this requirement be waived.

The B or better rule does not apply to the required courses listed above; it applies to the Core Courses listed below. Two courses must be taken from each core (if a student receives less than a B for a core course, it counts as an elective, but does not count towards satisfying the core course requirement).

**CORE “I”**
*G89.2070 Personnel Selection*  
*G89.2071 Performance Measurement & Rewards*  
*G89.2073 Training in Organizations*

**CORE “O”**
*G89.2072 Work Motivation and Attitudes*  
*G89.2074 Organizational Development*  
*G89.2076 Leadership and Strategic Change*

The above requirements allow for five elective courses, which can be taken from the general program (e.g., Psychology of Social Behavior; Introduction to Psychological Testing), other divisions of NYU (e.g., graduate-level Economics; Stern School of Business-MBA program), or other universities (a limit of 9 credits can be transferred from graduate programs at other institutions). Courses taken outside of the psychology department must have some psychological content, and be approved by an adviser. Elective credits can also be taken in the form of non-classroom courses, such as Fieldwork, Independent Research, and MA Thesis Seminar. Although Fieldwork (generally, an unpaid internship in an HR department or consulting firm) is not required, it is strongly recommended for students who enter the program without relevant work experience.
COMPREHENSIVE EXAM / M.A. THESIS
REQUIREMENT

All students must either pass the comprehensive exam, or write an acceptable M.A. thesis.

The Comprehensive Exam: This is a three-hour written test that is given three times each year: October, February, and June. The questions are integrative in nature and are randomly selected from a large study list that is available to all students at any time. Except for rare exceptions, a student must have completed all of the basic and core requirements, as outlined above, before sitting for the exam.

MA Thesis: As an alternative to the comprehensive exam, a student may seek permission to write an M.A. thesis. To be eligible to write a thesis, a student must have passed all of the basic and core requirements with at least a B+ average, and have secured the sponsorship of a full-time faculty member (in consultation with the MA director). In general, an MA thesis does not require that the student perform original or independent research, but that the student make an original contribution to the research of his/her sponsor.

IMPORTANT E-MAIL ADDRESSES & PHONE NUMBERS

Director
Dr. Barry Cohen, bc2@nyu.edu; (212) 998-7815

I/O Coordinator
Dr. Scott Eggebeen, se17@nyu.edu; (212) 998-7929

Administrative Coordinator
Sergej Zoubok, s.zoubok@nyu.edu; (212) 998-7805

Admissions
GSAS, gsas.admissions@nyu.edu; (212) 998-8050

MA Psychology Web site
http://www.psych.nyu.edu/academics/ma/index.html
MASTER OF ARTS IN I/O PSYCHOLOGY MODAL PROGRAM
Usual sequence of courses, based on availability of faculty

Fall Course Offerings
G89.2016 Intermediate Master's Statistics
G89.2032 Introduction to I/O Psychology
G89.2070 Personnel Selection
G89.2071 Performance Measurement and Rewards
G89.2072 Work Motivation and Attitudes
G89.2074 Organizational Development
G89.2077 Personality and Organizational Behavior (I/O elective)
G89.2078 Management Consulting (I/O elective)

Suggested Fall Electives from the General Program:
G89.2060 Introduction to Psychological Testing
G89.2075 Counseling Psychology
G89.2083 Group Dynamics

Suggested Electives from the Stern School of Business (Fall/Spring availability varies)
B01.1302 Managing Organizations (a prerequisite for several other Stern Business School courses)
B65.2159 Collaboration, Conflict, and Negotiation (1.5 Credits)
B65.2160 Advanced Topics in Negotiation (1.5 Credits)
B65.2353 Managing Change
B65.2370 Analysis of Organizations
B65.3366 Power and Politics in Organizations
B70.2327 Intro to Marketing Research
B70.2347 Consumer Behavior

Spring Course Offerings
G89.2016 Introductory Master’s Statistics
G89.2059 The Psychology of Decision Making (I/O elective)
G89.2067 Applied Research Methods
G89.2070 Personnel Selection
G89.2073 Training in Organizations
G89.2074 Organizational Development
G89.2076 Leadership and Strategic Change
G89.2079 Executive Coaching (I/O elective)

Suggested Spring Electives from the General Program:
G89.2014 Psychology of Social Behavior
G89.2053 Gender Roles
G89.2083 Group Dynamics

Summer Course Offerings
Summer I
G89.2070 Personnel Selection
G89.2072 Work Motivation and Attitudes
G89.2090 Quality of Worklife (I/O Elective)

Summer II
G89.2014 Psychology of Social Behavior (General Elective)
G89.2032 Intro to I/O Psych
G89.2076 Leadership and Strategic Change
COURSE DESCRIPTIONS

INTRO TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

An introduction to basic psychological theory, research and application. This overview provides a broad understanding of the implications of psychology in the work environment at the individual, group, and organizational levels. An overview is provided of principles and methods of diagnosis and intervention in interpersonal and inter-group situations in organizations. Topics include: cognition, personality, attitudes, motivation, human resources management, training, recruiting, selection, organizational development, change management, group dynamics, safety and health, quality of worklife, diversity, appraisal, job analysis and evaluation.

APPLIED RESEARCH METHODS

An introduction to behavioral research, methods of inquiry, hypothesis testing, and scientific investigation. Topics include formulating problems to test, research planning and design, sampling, techniques for making observations, interviews, questionnaires, and analyzing and presenting data. General issues of reliability, validity, and the use of comparison and normative distributions are covered. Experimental design is reviewed including analysis of variance including fixed, random, and mixed models; blocking; analysis of covariance; methods of pre and post hoc comparisons; and use of multiple regressions. Opportunity is provided to design, plan and execute a modest research project and study research methods and techniques. The course focuses on conclusions that can be drawn from research, and how results can be turned into best practices. A basic course in statistics, testing, or measurement theory is required.

PERFORMANCE MEASUREMENT AND REWARDS

Building on classical theories of conditioning and behavior change, this course connects basic motivation with rewards and schedules of reinforcement in the workplace setting. Initial focus on performance measurement and appraisal systems defines the key competencies and behaviors required by the organization. Tools for evaluation and feedback to shape behavior are then considered. Finally, alternatives for rewarding and reinforcing behavior change are identified. An applied project allows students to gain practical experience investigating and diagnosing an organization's appraisal and reward systems. This advanced level seminar includes topics such as performance ratings, 360 degree feedback, compensation, benefits, incentive programs, and pay for performance. Requirements include Industrial/Organizational Psychology; Statistics; and Applied Research Methods.
TRAINING IN ORGANIZATIONS

An in-depth overview of training and development as practiced in work organizations. Theoretical and applied aspects of training are considered in the context of real-life design and implementation issues. Topics include conducting a diagnostic needs assessment, using cognitive, behavioral and instructional theory as the basis for developing programs, selecting training techniques and conducting effective evaluation research. Training methods such as lecture, role playing, business simulations, and diversity are discussed. A systems perspective relates the training function to broader organizational goals and human resource practices. An applied project enables students to gain practical experience in training design and evaluation.

PERSONNEL SELECTION

The course is intended to provide students with the knowledge and skill to design and evaluate personnel selection processes. The course will review the features and the research record pertaining to each of the major approaches used by organizations to evaluate job candidates. These approaches include mental ability tests, personality inventories, interviews, work simulations, biographical information, and drug tests. Strategies for evaluating the validity, fairness and overall utility of a selection process will also be addressed.

ORGANIZATIONAL DEVELOPMENT

Social, psychological and organizational theories provide the foundation for analyzing a broad range of organizational change management interventions. These interventions are intended to solve organizational problems and promote organizational health and adaptation in the face of complex and rapidly changing environmental forces. Technical, social and human resource intervention strategies such as reengineering, downsizing, continuous quality management, team-building, cross-functional training, employee involvement, career pathing and performance management are discussed. Consultant roles and skills are evaluated relative to intervention stages and approaches such as entry and contracting, survey feedback and action research. Requirements include Industrial/Organizational Psychology.
WORK MOTIVATION AND ATTITUDES

An analysis and application of motivational theories and principles to individuals and groups in the workplace. Need, reinforcement, cognitive and social learning theories will be discussed in the context of various motivational techniques such as goal setting, feedback, participative management, job enrichment and the use of particular types of reward systems. Social influences on employee motivation and attitudes will include topics such as employee socialization, group norms, roles, stress, and perceived organizational justice and equity. The impact of motivation and attitudes on overall organizational effectiveness will be examined through behavioral and attitudinal factors such as job satisfaction, employee commitment, and absenteeism and turnover rates. Cross-cultural influences on motivation and performance will also be considered.

LEADERSHIP AND STRATEGIC CHANGE

The role of leadership in organizational effectiveness is examined in broad scope and depth. The nature and evolving definition of leadership is traced from early conceptualizations of trait, social exchange and behavioral contingency theories, to current approaches involving charismatic, transactional and transformational leadership. Power, influence, information and politics are examined as these relate to effective leadership. The question of whether leaders are born or made is considered in light of leadership selection, development and succession planning. The relationship of managerial work and leadership behavior is examined vis-à-vis organizational culture, climate and effectiveness. The importance of leadership behavior in promoting adaptive learning and high-performance organizations is discussed. The leader’s role in responding to environmental change through strategic planning and organizational alignment is also considered.