# Table of Contents Shawn R. Frost Teaching Portfolio

# Courses Taught: k-12

Integrated Science 1-4

Human Anatomy and Physiology

Biology High School

Gifted Studies Grades k-12

# Courses Qualified to Teach: Business Administration, Psychology, Research and Statistics, Political Science Public Opinion Research Modeling

MBA:Any **undergraduate Business** Course but especially strong in **Leadership** and Management

26 Graduate level credits in Psychology with a Specialization in Industrial and Organizational **Psychology** and Research Methods and Statistics should allow for teaching of any **Undergraduate Course** in psychology or **statistics.**

## Undergraduate Business Administration Courses Qualified and Experienced to Teach:

Marketing and Sales

Operations and Strategy

Human Resources (especially and learning and development)

**Management and Leadership**

Business Statistics

Business Strategy

**Seminar**: Educational Entrepreneurship: How Entrepreneurs Can Leverage Education Freedom Laws and Policies to Create and Capture Value.

**Seminar:** Equine Entrepreneurship: Building a Entrepreneurial Enterprise through Ethical Horsemanship.

## Entry Level Psychology and Statistic Courses Qualified to Teach:

-Introduction to Psychology

Introduction to Research Methods and Statistics

## Upper Level Undergraduate Psychology Courses Qualified to Teach:

Motivation

Learning

Developmental Psychology

Personality and Behavior

Biopsychology: Biological Basis of Behavior

Neuropsychology/ Neuroscience

**INJ3004: Introduction to Industrial and Organizational (Workplace) Psychology**

Research Methods in Psychology and the Social Sciences (Thesis advisement)

## Upper Level Political Science Research Qualified to Teach

Public Opinion Research (Surveys, Focus Groups, A/B Testing)

Psychology of Influence from a Chinese Perspective (The Political Art of War- Based on Sun Tzu) Syllabus Available (Textbook Authored: *Political Art of War: Winning Strategy for Local Campaigns*)

**Local Office Campaign Strategy: The Just Campaign**: Using quantitative and qualitative research to inform  "Just War Theory and Principles" to ethically compete for public office.

## Science and Research Methods and Thesis Development

Able to serve on IRB and advise research: CITI Behavioral and Social Researcher Certification Valid through 8-2028

CITI Research with Horses in an Agricultural Setting Certification Valid through 8-2028

Science Fair Coach and Regional Science Fair Judge (9 years) Elementary, Middle, and Secondary Levels

# Shawn R. Frost's Teaching Philosophy –

Teaching to me, whether the learner is human or equine, is both a calling and an act of service. ***I aim to plant groves of shade and fruit trees under which I will never sit or eat***, investing in students for the glory of God and the good of my fellow human and equine brothers and sisters. Education is a profoundly transformational lever of change; it is not simply the transmission of knowledge but the cultivation of curiosity, disciplined experimentation, character, and purpose.

I teach as a person of faith, a perpetual student of natural horsemanship, and educator/ scholar. These elements of my identity shape my pedagogy and andragogy toward grace, patience, encouragement, and environments that respect varied attentional abilities. I refuse to be flustered in difficult conversations, instead becoming curious rather than furious when learners push back. This gives me an opportunity to model the skill of

"dialogue" that deepens the pool of meaning and understanding for both parties in the exchange. In both human and equine teaching spaces, I emphasize humility and honor, mutual respect, courage to explore mutual purpose, and a commitment to safe yet challenging learning environments. My theory of learning leans heavily on Dr. Malcolm Knowles' *Andragogy* (Latin for Adult Learning) and Bloom's Taxonomy.

## Knowles' Andragogy in Practice

Because I primarily serve adult learners, my approach is grounded in **andragogy**. This means I honor student autonomy, prior life experience, and self-direction while providing structure and feedback that enables growth. Key commitments include:

- **Relevance:** Designing assignments that mirror real-world challenges ("downrange" environments) so students see immediate application.

- **Experience:** Drawing on students' professional and cultural knowledge in Socratic dialogue, case studies, and scenario-based labs.

- **Self-direction:** Creating multiple on-ramps to success (written, oral, practical, team-based) that facilitate learners in choosing formats suited to their strengths.

- **Problem-centered focus:** Framing instruction around authentic dilemmas that demand judgment, decision-making, empathy, initiative and committed collaboration.

- **Respect and accessibility:** Recognizing diverse identities, attentional abilities, and cultural backgrounds in the design of systems and classroom norms.

This stance keeps learning learner-centered. Students are not passive recipients but active co-creators in their own growth and in the community of practice (Academy / grove) we cultivate together. I host in-person and virtual office hours and reward one visit with points.

## Bloom's Taxonomy as a Structure

My courses progress intentionally through **Bloom's taxonomy**, moving students from foundational knowledge to demonstrated transfer of training and learning and ultimately leadership in modeling and influence:

1. **Remembering & Understanding:** Through mini-lectures, mnemonic devices (e.g., the "Halter of Honor"), and structured quizzes, learners acquire and explain key concepts.

2. **Applying & Analyzing:** In labs, simulations, and organizational case studies, students practice applying theory, diagnosing problems, and analyzing systems.

3. **Evaluating & Creating:** At advanced levels, students lead after-action reviews, conduct original research, design and evaluate strategies, and facilitate peer and near peer learning through "teach-backs."

This arc ensures students move from **knowing** to **doing** to **becoming**, developing not only mental processes of learning but also the behavioral skills of training. Anyone who has applied for a position, especially in government, is familiar with the concept of KSA's (Knowledge, Skills, and Abilities) necessary to fill a role. **Training** sharpens specific behaviors (skills) communication under pressure, horsemanship in the arena, or decision-making in simulations. **Learning**, by contrast, expands cognitive processes (knowledge) analysis, discernment, ethical reasoning, and transfer of knowledge to new contexts. Both are necessary, and I deliberately design environments where the two are intertwined so that skills are married to knowledge which builds abilities (abilities).

## Pedagogical and Technological Methods

I use **active learning** as the backbone of my pedagogy, reinforced by technology where appropriate. Methods include:

- **Case studies and war-gaming simulations** to surface strategic insights.

- **Leadership labs round-pen demonstrations and obstacle courses with human and equine teams** where students practice communication, decision-making, and influence under pressure.

- **Socratic dialogue and reflection** to foster discernment, ethical grounding, and synthesis.

- **Augmented Reality (AR) and Virtual Reality (VR)** to replicate barns, arenas, and organizational contexts when gathering in person is not possible. These immersive tools create embodied practice opportunities that bridge training (skills practice) with learning (conceptual integration).

- **Interactive structures** such as the "popsicle stick method" to ensure every voice is heard and engaged.

These methods support progressive independence, cultivating students who can move beyond dependency on the instructor toward peer teaching and professional self-confidence.

## Assessment of Students and Facilitator

Assessment is layered and mirrors Bloom's progression:

- **Foundational:** Low-stakes quizzes, short reflections, and structured interviews.

- **Intermediate:** Demonstrations, research posters, applied projects, and team-based tasks.

- **Advanced:** Open-ended Socratic exams, leadership practicums, strategy simulations, and peer "teach-backs."

Feedback is formative, prospective (focused on what to try next), and authentic to real-world contexts. I emphasize that classroom tests are not endpoints but rehearsals for the rigorous assessment of the world. Ultimately, the measure of my "teaching tree" success is whether scholars bear fruit in the real world: whether they publish, perform with integrity in demanding environments, and mentor others through transformational success.

Just as students are assessed, so am I. I evaluate my facilitation through reflective analytics, peer observation, and 360-degree reviews from students, colleagues, advisors and mentors, and community partners. These reviews ensure that I, too, am accountable for growth, humility, and excellence.

## Conclusion

My concept of teaching is one of stewardship and facilitation: designing environments where adult learners can safely fail, rise again, and grow. Through andragogy, I respect their autonomy; through Bloom's taxonomy, I guide their progression; through VR/AR and real-world experiential methods, I bridge training and learning; through layered assessment and 360 reviews, I remain accountable to continuous growth.

In the end, my goal is transformation. Learners will understand the horse/human dyad and how deeper understanding of horse and human nature coaxes better leadership from us. **I want students to know themselves,** horses, the rules for winning, their disciplines, and the Truth; to do the work with KSA's of wisdom and skill; **and to *become leaders of leaders who plant groves of shade and fruit trees for others*** to rest, learn, and graze under. Their ultimate test is not the classroom but the world they serve, and my joy is to see them bear fruit in that world.

# Introductory Industrial/Organizational Psychology (INP-3004) Syllabus

Spring 2026

**Instructor:** Shawn R Frost

**Office and Phone**: Psychology Department Bld 1-A, Room # 214.  (772)299-4763

**Email:** SFrost@StateSchool.edu

**Webpage**: www.ShawnFrost.com Blog and I/O Psychology links

**Class Meets:** Wednesdays 6-9pm: Building C/ Room 118

**Office Hours:** Supplemental Instruction/ Questions about course content Weekly Online Zoom Wednesday 11- 1:00 (link Here). For individual grade discussions, 30 min before class or 15 minutes after. If none of these times work, check my Calendly account (link here) to schedule a time.

**Graduate Teaching Assistant:** Jenny Aprofcandream, M.A. (555) 555-1555 J.Aprof@Stateschool.edu Office Hours Tuesday 11-12 and Thursday 3:30-4:30 Psychology Department Building 1-A,  Room 216

Prerequisite for this Course: Introductory Psychology or instructor permission.

**Required Textbook: Spector**, P. E. (2021). *Industrial and organizational psychology: Research and practice (8th ed.),* John Wiley & Sons.
**NOTES on Textbook:**
 1. Purchasing the textbook one week before the start of the semester and reading chapter one "Introduction" before our first class meeting is strongly suggested to get an accurate understanding of the subject and level of work before the drop/add period expires.
2. ANY TEXTBOOK FORMAT IS FINE (hardcover, paperback, electronic, rental) as long as it is the 8th edition.

**Course Purpose:** This course presents a survey level exploration of psychological research and practice in the workplace. In America this discipline is referred to as Industrial and Organizational Psychology, often abbreviated to I/O Psychology. Students will explore theory and research in occupational health, job design, recruitment and selection, employee attitudes, satisfaction surveys and other research methods, training and learning programs, motivation theory, performance, and incentives for work organizations. Because many of us spend 1/3 (or more) of our time working outside the home; understanding and improving human behavior, mental processes, systems, leadership, organizational culture, and well-being within the work context is important. Varied contexts such as traditional

office and manufacturing settings as well as technology start-ups, virtual offices, and service industries are explored.

**Learning Outcomes**

**By the end of this course, students will be able to:**

1. **Identify and cite**: major contributors to I/O psychology as well as their significant contributions to its theory and practice.

2. **Explain** the scope, methods, and history of I/O psychology.

3. **Identify and describe** components of an experiment, psychometric properties of validity and reliability, and the advantages and disadvantages of various research methodologies.

4. **Compare and contrast** various assessment methods for selection and placement.

5. **Apply** psychological theories to workplace issues such as hiring, training, motivation, and performance evaluation.

6. **Explain** the process of training, its factors affecting transfer, and how learning and training design is evaluated.

7. **Analyze** the impact of leadership, work group and team dynamics, and organizational culture on overall productivity and employee well-being.

8. **Evaluate** contemporary challenges in work settings such as workplace bullying, diversity, virtual teams, globalization, and agile organizations.

9. **Demonstrate** effective communication of psychological concepts through written reports, presentations, and case analyses.

10. **Describe** methods, systems, and laws for achieving equal opportunity and justice.

11. **Create** a personal career development plan synthesizing all course materials to arrive at a 10-year vision, 5-year learning and development plan, and measurable annual and quarterly goals that emphasize motivation theory, rewards, personal well-being, work/ life balance, and learning and development.

**Class Format:** Primarily live synchronous in-person lectures by your instructor, augmented by YouTube links to other professors delivering similar content, class discussion, pair-and-share, small group discussions, and formative assessments. Active participation is encouraged and expected. I welcome your questions in class and will treat them with

respect because others likely have the same questions. It's better to ask a question that may cover something my teaching has missed than walk around unclear. **Use of office hours is STRONGLY recommended and appreciated** because it shows a mutual respect for the learning process and our mutual purpose in working together toward your understanding.

**Attendance:** Class attendance is strongly encouraged. Lecture notes from the professor and teaching assistants are not available. If you cannot attend a particular class, please get notes from a classmate. Download PPT slides and watch other professors present the topic on YouTube. Attendance is taken and records are shared with administration in advising and financial aid. If your absence occurs during a presentation, it will be rescheduled to the next block with a zero grade as a placeholder. Once the final block of presentations is closed the grade becomes a ZERO.  Final projects must be presented before the end of regular class meetings, no extensions.

**Teaching Methods**

- **Lectures & Discussions** – establish foundational understand of terms and concepts while contextualizing theory with real-world examples.

- **Case Studies & Role Plays** – learning by doing through practice applying theory to workplace problems.

- **Group Work** completing collaborative exercises on job analysis, leadership, and teamwork.

**Student Presentations**  there is one major project to demonstrate an integration of applied understanding of I/O psychology.

Extra Credit: No extra credit will be offered or granted.

Course Schedule:

**Week 1 – Jan 14**

- Topic: Introduction to I/O Psychology
- Reading: Chapter 1 – Introduction (before first class)
- Assignments: Reflection 1 – "Why I/O Psychology Matters to Me and My Career" **25 points**

**Week 2 – Jan 21 (Drop/Add Deadline)**

- Topic: Research Methods in I/O Psychology
- Reading: Chapter 2 – Research Methods in I-O Psychology

- Assignments: Quiz 1; **25 points** Applied Exercise – Design a Mini Workplace Study **25 points**

**Week 3 – Jan 28**

- Topic: Job Analysis and Competency Models
- Reading: Chapter 3 – Job Analysis
- Assignments: Quiz 2; **25 points** Short Paper 1: Job Description Analysis **25 points**

**Week 4 – Feb 4**

- Topic: Performance Measurement and Appraisal
- Reading: Chapter 4 – Performance Appraisal
- Assignments: Quiz 3; **25 points**  Case Study: Rating Errors Exercise **25 points**

**Week 5 – Feb 11**

- Topic: Employee Selection Methods
- Reading: Chapters 5 & 6– Assessment Methods for Selection and Placement / Selecting Employees
- Assignments: Quiz 4  **25 points** ; Applied Exercise: Structured Interview Simulation **25 points**

**Week 6 – Feb 18**

- Topic: Training and Development in Organizations
- Reading: Chapter 7 – Training
- Assignments: Quiz 5; **25 points** Short Paper 2 – Training Design Proposal **25 points**

**Week 7 – Feb 25**

- Topic: Leadership in Organizations
- Reading: Chapter 13 – Leadership and Power in Organizations
- Assignments: Quiz 6; **25 points** Role Play – Leadership Styles **25 points**

**Week 8 – Mar 4 – <mark>Midterm Exam</mark>**

- Content Covered: Chapters 1–6 & 11
- Assessment: Midterm Exam (Multiple choice + short essays) **150 Points**

**Week 9 – Mar 11 <mark>(Last Day to Withdraw)</mark>**

- Topic: Work Motivation

- Reading: Chapter 8– Theories of Employee Motivation
- Assignments: Quiz 7 **25 points**; Paper 3 – Leadership Traits and Self-Determination Theory **100 points** **(see rubric)**

**Week 10 – Mar 18**

- Topic: Attitudes, Emotions, and Job Satisfaction
- Reading: Chapter 9 – Feelings About Work: Job Attitudes and Emotions
- Assignments: Quiz 8;**25 points** Reflection 2 – "Workplace Satisfaction I've Experienced" **25 points**

**Week 11 – Mar 25**

- Topic: Stress, Health, and Well-Being at Work
- Reading: Chapter 11 – Occupational Health Psychology
- Assignments: Quiz 9 **25 points**; Applied Exercise – Stress Intervention Plan **25 points**

**Week 12 – Apr 1**

- Topic: Fairness, Justice, and Diversity in Organizations
- Reading: Chapter 10 – Productive and Counterproductive Employee Behavior
- Assignments: Quiz 10 **25 points**; Case Study – Managing Diversity **25 points**

**Week 13 – Apr 8**

- Topic: Teams and Teamwork
- Reading: Chapter 12 – Work Groups and Work Teams
- **Assignments:** Quiz 11; **25 points** Group Prep – Final Project Collaboration

**Week 14 – Apr 15**

- Topic: Organizational Theory and Development
- Reading: Chapter 14 – Organizational Climate/ Culture, Development, and Theory
- **Assignments:** Quiz 12; **25 Points** Final Project Draft Due **100 points paper / 100 points presentation (200 total)**

**Week 15 – Apr 22**

- Topic: Student Presentations (Applied I/O Projects – Part I)
- **Assignments:** Group Presentations Begin

**Week 16 – Apr 29**

- Topic: Student Presentations (Applied I/O Projects – Part II) & Course Wrap-up
- **Assignments:** Final Applied Project Paper Due **100 points**

## Assessments & Grading

| Week | Assignment | Points |
|------|------------|--------|
| 1 | **Reflection** | **25** |
| 2 | Quiz 1 | 25 |
| 2 | **Workforce Study** | **25** |
| 3 | Quiz 2 | 25 |
| 3 | **Job Design Analysis** | **25** |
| 4 | Quiz 3 | 25 |
| 4 | **Rating Interviews** | **25** |
| 5 | Quiz 4 | 25 |
| 5 | **Structured Interview** | **25** |
| 6 | Quiz 5 | 25 |
| 6 | **Training Design** | **25** |
| 7 | Quiz 6 | 25 |
| 7 | **Leadership Styles** | **25** |
| 8 | **Midterm Exam** | **150** |
| 9 | Quiz 7 | 25 |
| 9 | **Leadership and Self Determination Theory** | **100** |
| 10 | Quiz 8 | 25 |
| 10 | **Workplace Satisfaction** | **25** |
| 11 | Quiz 9 | 25 |
| 11 | **Stress Intervention** | **25** |
| 12 | Quiz 10 | 25 |
| 12 | **Managing Diversity Worldview** | **25** |
| 13 | Quiz 11 | **25** |
| 14 | Quiz 12 | **25** |
| 15 | Project Paper | **100** |
| 16 | Project  Presentation | **100** |

**Total Points available: 1000**

Course Grade: Total Points Earned / 1000

90-100% - A 895- 1000 points

80-89%- B 795-894 points

70-78%- C 695-794 points

60-69%- D 595- 694

0-59%- F 594 or less

**Accommodation:** I value and respect learners of all abilities and hold the University's official policy on accommodations (link here) as the minimum ethical standard of treatment. Students who need accommodation for their unique abilities should contact me privately to discuss specific accommodation for which they have received authorization. If you have a disability but have not contacted Student Disability Services visit their office or call (555) 287-1467. Please do so before contacting me but please contact me as soon as possible, ideally before the first exam.

**Cell phones**: To demonstrate mutual respect to fellow students, please silence phones; if you are in an emergency watch status please step outside if you need to take a call. The rule should be for both of our attention to **be here in the classroom,** not the exception. If you must be on your phone, please sit in the phone use section along the right side of the classroom (aka "cell phone lot") near the door.

**Plagiarism, Academic Integrity, Cheating, and Artificial Intelligence (AI) –** Please familiarize yourself with our University's policies (link to policies) on these. I firmly uphold these policies and consequences  may lead to suspension, probation, or even expulsion. Don't cheat yourself out of the transformation you are seeking here at this school. We spend a great deal of time on leadership and integrity in this course. Be a person worthy of trust.

**Emergency preparations:** know where the exits are, in case of fire. In case of code red remember, run, hide, and fight. This is Florida, we experience hurricanes. Monitor the website and sign up for student texts to know when we are in session and not. The University will re-open as soon as it is safe.

**Late Work**:

Late work is accepted with 10% reduction 48 hours, 20% reduction 96 hours, 50% reduction 1 week. No work after one week. Final projects (weeks 15 and 16) cannot be late because grades are due from instructors. An "Incomplete" may be assigned after conversation with a final grade being applied later. The most important thing to remember about late work is **communicate early and often** if work may be late.

## Class Rules:

 "The Golden Rule" Do unto others as you would have done to you. (Love your neighbor as yourself, showing respectful grace.) Respect yourself and others.

One person speaks at a time

Bring your ID to exams

Be on time: During exams- arrive on time. Late arrivals will face a one point deduction for every three minutes of lateness. This limits disruption of students already committing to the task.

Be engaged

Remember, you are adults who are paying to be here. Please extract every bit of value from this experience possible.

Don't fall for the Fundamental Attributional Error (FAE) and remember that I am for you, not against you

All writing complies with current APA format (7th) – weighting is included in individual assignment rubrics. (This item's placement is deploying something called the "recency effect")

All the University Rules

**Semper Progredi,** *Always Improving*

Shawn R. Frost

# Assignment and Rubric- Self Determination Theory and Leadership Traits Essay

**Week 9 Paper 3 Assignment:** In 1-2 pages (approximately 500-750 words), explain how the leadership traits of dependability, integrity, loyalty, and tact can help foster employee loyalty, corporate investment, and organizational citizenship behaviors (OCBs) in the workplace. Use Self-Determination Theory (Ryan and Deci 2000, 2020) as your framework, focusing on the three basic needs of autonomy, competence, and relatedness.

A complete response should:

1. Define dependability, integrity, loyalty, and tact in the context of leadership.

2. Connect each trait to one or more of the self determination needs (autonomy, competence, relatedness)
3. Explain how satisfying these needs through leadership behaviors can lead to higher employee loyalty and engagement, as well as OCBs.
4. Provide at least one real-world example (either from persona experience, business case studies, or hypothetical scenarios) of how a leader might demonstrate these traits in ways that encourage positive organizational outcomes.
   Word count 500-750 words

**Total Points:** 100

- Leadership Traits (20)

- Self-Determination Theory (20)

- Connection to Loyalty/OCBs (20)

- Evidence and Examples (20)

- Organization and Clarity (10)

- Mechanics and Style (10)

## Grading Rubric Leadership Traits and Self-Determination Theory Paper #3

| Criteria | Exemplary | Proficient | Developing | Points Possible |
|---|---|---|---|---|
| **Understanding of Leadership Traits (Dependability, Integrity, Tact, and Loyalty)** | 20-18 pts. Clear, insightful definitions with strong workplace connections | 17-14 pts: Adequate definitions, some workplace connections | 13-0 pts: Vague, incomplete, or poorly connected to workplace | 20 pts |
| **Application of Self-Determination Theory** | 20-18 pts: Strong accurate connections of traits to autonomy, competence, and relatedness | 17-14 pts: Connects at least two needs adequately | 13-0 pts: Weak superficial, or no clear connection to needs | 20 pts |
| **Connection to Loyalty, Corporate Investment, OCBs** | 20-18 pts: Strong specific explanation with clear link to OCBs/ employee loyalty | 17-14 pts: Adequate explanation, some detail | 13-0: Weak generalized, or unclear explanation | 20 pts |
| **Use of Evidence and Examples** | 20-18 pts: Strong relevant examples that clearly support arguments | 17-14 pts: at least one adequate example | 13-0 pts: weak/ underdeveloped example(s) | 20 pts |
| **Organization and Clarity** | 10-9 pts: Well-structured, logical clear, concise, within word count | 8-7 Mostly clear, minor issues | 6-0 pts: poorly organized, unclear, far off word count | 10 pts |
| **Mechanics and Style** | 10 -9 pts: Virtually error free grammar / spelling APA correct | 8-7 pts: Minor errors, not distracting | 6-0 pts: several errors occasionally to frequently distracting, somewhat to | 10 pts |

| | | | very difficult to read. | |
|---|---|---|---|---|
| | | | | |

## Sample Lecture Video:

https://www.dropbox.com/scl/fi/ihl7y9o9ufphzjiasisli/Marine-Mare-Meets-Motivation-INP-3004-Sample-Lesson.mp4?rlkey=vqs0z3d3cylpt4u3lv6izh7me&dl=0