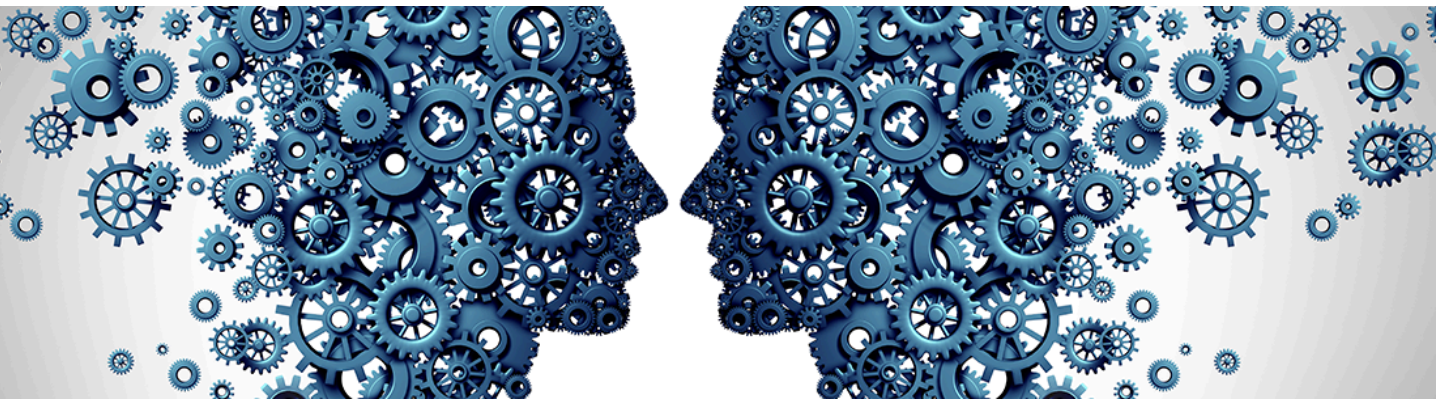






PSY 3333

Home: PSY 3333 Industrial Psychology



-  [Start Here](#)
-  [Syllabus](#)
-  [Modules](#)
-  [Pacing Guide](#)

Welcome to PSY 3333 Industrial Psychology

New to the Course?

- Be sure to familiarize yourself with the [Syllabus](#) and *review the information carefully*. Be sure to fill out the [Course Pacing Guide](#). You must submit it as your first assignment before you will be able to proceed with this course.
- Click [Start Here](#) to begin your course.

Start Here

Overview



Introduction

Course Description

The study of applying psychological knowledge and techniques to the modern industrial environment. Topics studied include employee needs, attitudes, selection, testing, boredom, motivation, anxiety, and job satisfaction.

Prerequisite: PSY 1300 with a grade of "C" or better.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Learning Outcomes

Upon completion of this course, you will

1. Students will show an understanding of the foundational principles of I/O Psychology:
 1. Discuss key psychological theories that form the basis of I/O Psychology.
 2. Analyze the significant contributors to the development of I/O Psychology.
 3. Explore the research methodologies utilized in studying organizational and human behavior in work environments.
2. Students will examine and apply foundational psychological principles to contemporary areas of focus within I/O Psychology, including:
 1. Recruitment and Selection techniques
 2. Job Analysis and Performance Appraisals
 3. Performance and Motivation
 4. Training and Development
 5. Teams and Teamwork
 6. Leadership
 7. Organizational Change
 8. Workplace Safety and Health
 9. Human Factors and Engineering Psychology
 10. Consumer Psychology

3. Students will examine the ethical, legal, and diversity implications in I/O Psychology:
 1. Apply ethical codes and standards to various organizational dilemmas.
 2. Evaluate potential legal and ethical implications related to addressing organizational issues.
 3. Discuss diversity, equity, and inclusion considerations within the context of I/O Psychology.
4. Students will effectively communicate psychological concepts:
 1. Utilize writing mechanics (such as sentence structure, spelling, punctuation, etc.) to enhance professionalism and readability.
 2. Communicate ideas coherently and clearly, adhering to professional and academic standards.

What This Means

So, what is Industrial Psychology? Most students sign up for this course not having any idea what this is about. But quickly they see how applicable this course is to real life. It is psychology in the workplace. At the end of this course, I get so many responses from students saying how everyone should be required to take this course and remarks about how much they liked the material in this course.

They never say that when I teach statistics!

The Modules in Canvas will guide you through the course. There are several video clips in Modules, including some TEDTalks and links to short clips. Watch the videos - they are interesting and fun. You will need the book to complete the Guided Reading assignments.



Objectives

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

1. Access course materials to support their academic success.
2. Identify key points of information about this correspondence course.

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#).

Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.

Many users encounter fewer problems when they **use Chrome** to access **Canvas courses**.

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)
- Click Help in the left navigation of any Canvas course

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



The Office of Distance and Extended Learning

FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism

in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

Collusion

in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials

in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) as explained on the [Alkek Library site](#) .

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by [copyright](#). Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online.

materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8.](#)

Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](#) at corrstudy@txstate.edu (<mailto:corrstudy@txstate.edu>) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

PSY3333 Course Syllabus

Course Description

The study of applying psychological knowledge and techniques to the modern industrial environment. Topics studied include employee needs, attitudes, selection, testing, boredom, motivation, anxiety, and job satisfaction.

Course Goals

The focus of this course is to develop an understanding of behaviors in the workplace. Topics include the role of an I/O psychologist, employee selection techniques, performance reviews, leadership strategies, workplace stress, ergonomics, and consumer psychology.

Learning Outcomes

1. Students will show an understanding of the foundational principles of I/O Psychology:
 - a. Discuss key psychological theories that form the basis of I/O Psychology.
 - b. Analyze the significant contributors to the development of I/O Psychology.
 - c. Explore the research methodologies utilized in studying organizational and human behavior in work environments.
2. Students will examine and apply foundational psychological principles to contemporary areas of focus within I/O Psychology, including:
 - a. Recruitment and Selection techniques
 - b. Job Analysis and Performance Appraisals
 - c. Performance and Motivation
 - d. Training and Development
 - e. Teams and Teamwork
 - f. Leadership
 - g. Organizational Change
 - h. Workplace Safety and Health
 - i. Human Factors and Engineering Psychology
 - j. Consumer Psychology
3. Students will examine the ethical, legal, and diversity implications in I/O Psychology:

- a. Apply ethical codes and standards to various organizational dilemmas.
 - b. Evaluate potential legal and ethical implications related to addressing organizational issues.
 - c. Discuss diversity, equity, and inclusion considerations within the context of I/O Psychology.
4. Students will effectively communicate psychological concepts:
- a. Utilize writing mechanics (such as sentence structure, spelling, punctuation, etc.) to enhance professionalism and readability.
 - b. Communicate ideas coherently and clearly, adhering to professional and academic standards.

Completing this course successfully will require time and effort on your part. Accordingly, I've compiled the following list of study practices that I believe will help you to be successful in this course:

Realize that you cannot cram this material. Slow and steady wins the race. Please do not try to complete this course in an unreasonably short period of time. One of your first tasks in this course should be to prepare a schedule and stick to it. (The Course Study Schedule (.pdf) will help you do this.) I suggest you plan to cover no more than one chapter every two weeks. Be careful about stepping away from the course material for an extended period of time.

Fully utilize your textbook's online resources. Recognize that learning is not a spectator sport. Would you expect to watch someone play a sport and then be able to go and perform at the same level? No. It's the same with online courses. Think of your brain as a muscle; you have to build it up and get it in shape by practicing.

Make a plan. Self-motivation is necessary for successful completion of this course; no one will be pushing you but you. Use the Course Study Schedule (.pdf) to help you identify target dates and chart a path for progressing through the course, including when you'll complete each homework, project, chapter test, and exam. You will benefit the most by completing the assignments in the sequence shown on the study schedule. Also, as you plan your submission dates, remember that I have five business days from the date of receipt to grade your projects, midcourse exam, and final exam. Life happens; update your schedule as needed.

You are not alone. Though self-paced courses offer tremendous convenience for students, they also leave some students feeling isolated. Remember that I am here to help. If you have questions about the course content or structure, please email me via the Mail tool in the left-hand navigation menu. You can also visit the useful links to reference materials, interactive activities, and videos provided in the lessons. If you're on campus, remember that you can utilize [SLAC](#) for free tutoring. Those of you who are distant from campus have access to free online tutoring via [Smarthinking](#).

Required Texts

"Psychology and Work Today" 11th Edition by C.A. Bulger, D.P. Schultz, and S.E. Schultz

- ISBN-10:0367460025 / ISBN-13 : 978-0367460020 (International Student Edition)
- ISBN-10:1138052949 / ISBN-13 : 978-1138052949 (General 11th Edition)

(Prior versions of this textbook do not align with this course).

Ordering Textbooks

[Links to an external site.](#)Books can be ordered through the [Texas State University Bookstore](#) or an online vendor of the student's choice, such as Amazon.com, BarnesandNoble.com, or Half.com, or from a brick-and-mortar bookstore.

When purchasing required materials for a course, be sure to purchase the correct edition of the material and to verify that the material's International Standard Book Number (ISBN) matches that listed on the course website.

Should you require any assistance in locating course materials, please call the Office of Distance and Extended Learning at 512.245.2322.

Please keep in mind that all materials should be purchased within 30 days of enrollment; after 30 days, materials may no longer be available for your course.

When ordering from the online bookstore:

Allow plenty of time for textbooks to arrive before class.

Order early! You will need your textbook for the first week of class.

NOTE: Please be aware International versions of the text may differ from the Domestic (North American) version required for your course.

Course Schedule

Self-Paced Correspondence Course Setup

1. There are 5 units, and each unit will cover approximately 3 chapters from the book.
2. The course will use the tab called Modules in Canvas (left side column). The Modules tab will guide you through the following:
 1. Read the Chapter in the book.

2. Watch any scheduled videos.
3. Complete the Guided Reading questions for each chapter.
4. Write a Reflection Essay covering the topics in the chapters covered for that unit (see description below).

Before You Begin

Make sure to complete the Course Pacing Guide. It will help you to schedule and keep track of your progress during this 6 month course. This guide is due 7 DAYS after you first sign up for the course.

Topics for Each Unit

Unit 1

Principles, Practices, and Problems
Techniques, Tools, and Tactics
Employee Selection Principles and Techniques

Unit 2

Psychological Testing
Hiring
Performance Appraisals

Unit 3

Training
Leadership
Motivation

Unit 4

The Organization
Working Conditions
Employee Safety and Health Issues

Unit 5

Stress in the Workplace
Engineering Psychology
Consumer Psychology

Grading

Guided Reading Assignments – Questions from the book and the assigned videos.

- 75% of final grade (each unit is 15%)
- Answer all questions using complete sentences. Do not plagiarize the book or the powerpoint presentations.
- The Guided Readings are all short-answer questions and will take time to complete.

Reflection Essay

- 25% of final grade (each essay is 5%)—there is no final exam.
- The Reflection Essay should be about 1 page long (5 paragraphs).
- In this essay, you can discuss the topics from the chapters in the current unit and how you found them interesting. You can discuss how you have seen these topics in the real world, and you can discuss how you would deal with these topics in a work setting, etc.
- Be sure to include an introduction and a conclusion in your essays.

Grade Distributions

A = 89.5% - 100% (GPA = 4.0)

B = 79.5% - 89.4% (GPA = 3.0)

C = 69.5% - 79.4% (GPA = 2.0)

D = 59.5% - 69.4% (GPA = 1.0)

F < 59.5% (GPA = 0)

Communication Policy

According to "Seven Principles for Good Practice in Undergraduate Education," faculty-student contact is very important.

Accordingly, I encourage you to contact me if you have any concerns, questions, or problems. You are welcome to email me by using the Mail tool in the left navigation bar. (It is important to keep all mail related to this course contained within this Canvas site.)

My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 24

hours. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

Using Wikipedia

As a tool for scholarly research, Wikipedia can be either a grade-killer or a valuable friend, depending on who you ask and what you hope to accomplish using it. What is fairly certain is that your professor won't let you cite it in a scholarly research paper.

There are a few common reasons why you can't cite Wikipedia:

- Wikipedia is a general encyclopedia. At the collegiate or university level, your professors are looking for more than general rudimentary material. General encyclopedias usually give baseline information, the type of common knowledge that isn't usually cited. Academic subject-specific encyclopedias will often provide more scholarly and citeable information.
- There is often no way to know who is editing the entries in Wikipedia or what his or her level of expertise is.
- You cannot be sure that the content is "permanent" (although you can look at the revision history on the History page).
- You cannot be sure that the content meets standards of academic rigor. One of Wikipedia's main principles is that it strives for a neutral point of view (which it abbreviates to NPOV). This standard states that all articles should strive to "represent...all significant views on each topic fairly, proportionately, and without bias." The problem is that in any knowledge endeavor, much less a collaborative and ad hoc venture like Wikipedia, deciding what's neutral and having something reviewed for NPOV can be controversial undertakings and too uncertain to meet standards of academic rigor. However, having such a debate take place publicly on Wikipedia makes for interesting talk-page reading and for a good pros-and-cons debate.

Two other Wikipedia policies relevant to academic rigor are its verifiability and "no original research" policies.

Tips for Using Wikipedia Effectively

Use Wikipedia to get a general overview, and follow the references it provides as far as they can take you.

Look at the Discussion tab to see if the article you're reading is part of a WikiProject, meaning that a group of people who care about the subject area are working in concert on its content. They may not be experts on the subject, but signing onto a WikiProject implies a writer has more than a casual interest in it.

If it is part of a WikiProject, see if it has been rated. Articles in WikiProjects go through a type of peer review. This is not the same type of peer review your professor talks about regarding scholarly research, but even such a limited review does at least imply that someone from the WikiProject has looked at the article at some point and assigned a quality rating to it. In any case, to be fairly sure that a Wikipedia article expresses what laypeople might need to know to consider themselves reasonably informed, look for a rating of B/A or above.

Additional Resources

You may wish to consult any or all of the following for additional help in finding and evaluating sources:

- [[[Wikipedia assignments](#)Links to an external site.]]
- Wikipedia's [Neutral Point of View guideline](#)Links to an external site.
- Wikipedia on [verifiability](#)Links to an external site.
- Wikipedia on [original research](#)Links to an external site. ([example](#)Links to an external site.)
- Wikipedia: [Peer review](#)Links to an external site.
- [The Seven Steps of the Research Process](#)Links to an external site.. A resource designed to answer questions about evaluating sources of information.
- [Critically Analyzing Information Sources](#)Links to an external site.. This resource lists some of the critical questions you should ask when you consider the appropriateness of a particular book, article, media resource, or Web site for your research.
- [Distinguishing Scholarly from Nonscholarly Periodicals: A Checklist of Criteria](#)Links to an external site.. This resource shows how to evaluate periodicals by looking at their format, intended audience, and appearance.
- [Evaluating Web Sites: Criteria and Tools](#)Links to an external site.. This resource lists ways to analyze the Web sites you find.
- [Evaluating Resources and Evaluating Web Resources](#)Links to an external site.. These resources, available on the Introduction to Research page at the Cornell University Library Web site, provide additional information.
- [Five Criteria for Evaluating Web Sites](#)Links to an external site.. This resource offers a table of suggestions.

Using Wikipedia. The Digital Literacy Project by Cornell Information Technologies. 19 May 2015.

Free Tutoring Resources

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's [Free Tutoring](#) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center \(SLAC\)](#) on the fourth floor of Alkek Library.

Unit 1

Welcome to Unit 1 of PSY 3333 Industrial Psychology



This unit will cover chapters 1, 2, and 3 in the textbook. You will read the chapters, watch the video links, and complete the Guided Reading questions.

Then, you will complete the Reflection Essay. This essay should be approximately 5-6 paragraphs and should reflect upon the topics covered in this unit, including any assigned videos if applicable. For this essay, you can discuss the topics you found interesting, discuss how you have seen these topics in the real world, and discuss how you would deal with these topics in the workplace, etc. For full credit, you must discuss topics presented in each of the chapters covered in this unit, and include an introduction and conclusion for your essay.

Unit Overview

What even is Industrial Psychology???

First, we'll define Industrial-Organizational (I/O) Psychology, how it is useful to employers, and what it takes to become an I/O Psychologist. We will explore how I/O Psychology is essential in the Employee Selection (hiring) processes, including the right recruitment techniques, conducting job analyses, and the different types of interviews, including what you can say and should never say during an interview.

Principles, Practices, and Problems



Introduction

This chapter explores IO Psychology

- Explore IO Psychology on the job and in everyday life
- What can IO Psychologists provide to employers?



Objectives

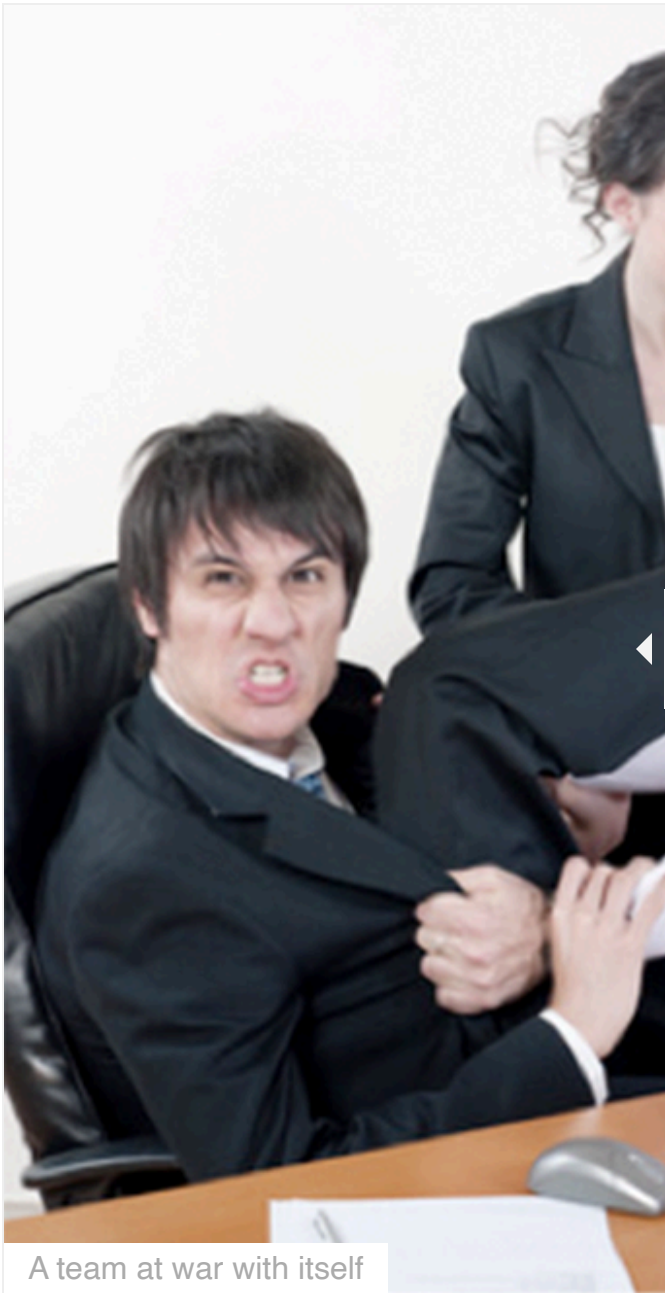
Upon completion of this lesson, you should be able to do the following:

1. Explore IO Psychology on the job and in everyday life (CLO 1a)
2. What can IO Psychologists provide to employers? (CLO 1b)
3. Understand the history of IO Psychology (CLO 1c)
4. Describe the challenges that IO Psychologists face (CLO 4a)
5. Understand the practical problems that IO Psychologists face (CLO 4b)



Activities

- Read Chapter 1 in the textbook, including the Newsbreaks
- Complete the Guided Reading Assignment
- Watch the TED Talk.



A team at war with itself

HP > Reuse



A team all in

I am confused

Chapter 1

Video

Chapter 1 Video: Barry Schwartz - [The Way We Think About Work is Broken](#) 

