

PSY364-01: Industrial Psychology
Dr. Jason Dahling
Tuesdays & Fridays, 2:00-3:20pm (SSB 103)

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Office: Social Sciences 123
 Student Office Hours: [By appointment](#)

Course Catalog Description:

(Prerequisite: PSY101). Introduces students to the content areas of industrial psychology and the application of psychological theory to organizational issues. Topics include employment law, job analysis, recruitment and selection, training, performance appraisal and discipline, employee motivation, and workplace safety. Using an applied approach, this course will help prepare students for their roles as employees and managers. This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.

Course Purpose:

Industrial Psychology concerns the application of psychology to solve problems in human resource management. As psychologists, our understanding of individual differences, research design, and statistics allows us to build HR systems that accurately measure, predict, and enhance desired workplace behaviors. In this course, you will learn how your competencies as a psychologist can be used to guide these business practices. You will also gain insight into how to further your own career by learning more about how organizations recruit, select, train, and manage employees. (*This course is required for those Psychology majors who have declared the optional specialization in Industrial/ Organizational Psychology.*)

Course Materials:

All required readings are posted on Canvas. The textbook referenced below, *Essentials of Industrial Psychology*, is self-authored and free; there is nothing to buy in the bookstore.

How to Succeed in this Course

1. Always complete the assigned reading before class. The book chapters are especially critical to following the lectures. I assume you have completed the reading when you show up to class.
2. Write short outlines/summaries of the articles to streamline your later studying. Focus on key theories, terms, and findings. Don't worry about specific methods or statistics for empirical articles.
3. Use the partial slides (print or digital) that I provide so that you can listen and get the complete material from each class meeting.
4. Start studying *well in advance* for each exam:
 - a. Complete the review guide as you go along, filling in the responses after each class meeting.
 - b. Review the ungraded progress checks for each class meeting for example questions.
 - c. Rewrite your notes, paraphrasing the material and writing by hand.
5. Understand that the first half is *usually* harder for most people because it concerns technical, foundational material. That material doesn't go away, but you might find the second half easier.
6. Use office hours and come see me if you ever have questions or concerns. My door is open!

Learning Objectives:

This course satisfies department learning objectives #1 (*Written Communication*), 5 (*Critical Analysis and Reasoning*), 6 (*Information Literacy*), 9 (*Respect for Diversity*), 10 (*Ethical Reasoning*), 12 (*Psychological Knowledge*), 13 (*Applying Psychology*), and 14 (*Career Preparation*). In plain language, I want you to:

- Become conversant about the major content areas of Industrial Psychology (i.e., job analysis, recruitment, selection, employment law, training, performance management, and health/well-being issues in the workplace).
- Gain further comfort with statistical concepts in the context of making personnel decisions.
- Complete a series of hands-on projects involving job analysis, selection decisions, training programs, and employee well-being.
- Deepen your understanding of tests and measurements so that you can collect accurate information and make sound data-based decisions.
- Prepare for other focused seminar courses in Industrial/Organizational Psychology or Human Resource Management.

Course Requirements:**1. Exams (50%)**

There will be three exams spread over the course, with the third exam occurring during the regularly-scheduled final exam period. All exams use a mix of multiple-choice and short-answer questions. Exam #3 is cumulative, but emphasizes new material introduced after Exam #2. Each exam has a review session and review guide; see Canvas for resources and details.

2. Projects (20%)

Projects build on the knowledge and skills that you've gained in class by giving you an opportunity to apply what you've learned with professional writing for different kinds of mock audiences. All four projects should be completed individually and are worth between 20-30 points each. Details about each will be provided at a later point in class after we have covered the necessary content for you to complete them.

3. Perusall Reading Reactions (20%)

For all class meetings with assigned reading, you'll engage in a dialogue with a small group of classmates using the Perusall tool to comment on one of the assigned chapters or articles. Each Perusall assignment is graded on a simple 0-2 scale where 0 = no engagement and 2 = several substantive comments and responses to peers' comments. Perusall engagement serves several objectives: it helps you remain accountable for completing the reading, improves your likelihood of being able to earn full discussion engagement credit (see below), and gives me insight into your thoughts about the article to help structure the discussion and address points of confusion. I drop your lowest one Perusall grade over the span of the semester.

4. Discussion Engagement (10%)

Your active engagement is an essential component of any seminar course that helps ensure that everyone understands the course content and can be successful on other assignments. Discussion is graded in aggregate over several installments, including an earlier preliminary grade as an early intervention for students who need to increase their contributions for full points. Attendance does not constitute engagement; if you have not completed the assigned reading and can't make meaningful contributions, then you should expect a low grade.

Grading Criteria:

COURSE COMPONENT	CATEGORY WEIGHT
Exams – 3 @ 50 points each	50%
Projects – 4 @ 20-30 points each	20%
Perusall Reading Reactions – 21 @ 2 points each	20%
Class Discussion Engagement	10%

Final grades will be based on the percentage of total **weighted** points that you earn. The following grading system will be used to assign letter grades for the course; I round up only from the .5 decimal place or higher:

EARNED % TOTAL	COURSE GRADE	EARNED % TOTAL	COURSE GRADE
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	<60%	F
77-79%	C+		

TCNJ Policies

Please see [TCNJ's Syllabus Policy page](#) for the full text of campus-wide policies that apply to this course. You are expected to understand and follow these policies:

- **Absence & Attendance**
- **Academic Integrity**
- **Americans with Disabilities Act (ADA) Policy**
- **Remote Classroom Camera/Microphone Use and Recording Policy**
- **Final Assessment and Reading Day Policy**
- **Policy Prohibiting Discrimination in the Workplace/Educational Environment**
- **Sexual Harassment, Misconduct, & Discrimination Policy**
- **Student Conduct Code**
- **Student Rights and Freedoms Policy**

Course-Specific Policies

Assignment Policies:

- **Assigned Reading:** Any required readings will be posted on Canvas for you to download. Read the materials carefully because you will be expected to discuss the readings and have sufficient understanding to participate in class activities.
- **Assignment Submission:** Projects must be submitted to Canvas for a timestamp and plagiarism scan unless otherwise indicated; emailed submissions will not be accepted. You are responsible for checking that you have uploaded the correct file before the assignment deadline, that your uploaded file has a valid .doc or .docx extension, and that your uploaded file can be opened. Incorrect, invalid, or “corrupted” submissions accrue a late penalty.
- **Discussion Engagement:** See the syllabus addendum on Canvas concerning engagement for full details of how this grade is derived and what I expect. You are responsible for reading and understanding this document.
- **Exams:** Exams are closed-book and administered in class. Students are not permitted to leave the classroom during exams except in cases where accommodations have been made through ARC. Students are not allowed to have any personal electronic devices on and in view during exams, including computers, tablets, cell phones, wearable technology, earbuds/headphones, or any other powered devices. Make-up exams are only provided in extenuating circumstances, defined at my discretion, and may differ in format and content from the exam administered in class. Typically, make-up exams will use an all-essay format because I can write such an exam quickly to accommodate emergency needs.
- **Project Late Penalties:** Canvas reports the dates and times that projects are due. I’m open to extensions on these assignments if you are proactive and responsible. Specifically, I expect you to reach out at least 24 hours in advance of the assigned due date and to offer a reasonable, alternative due date that you can meet. You never have to share details of your circumstances that necessitate an extension, but I expect that you will communicate your need for an extension openly and engage in a dialogue around a reasonable solution. This kind of self-advocacy is an essential skill for managing your post-TCNJ work life, so now is the time to start developing it.

Unless I have approved an extension in advance, late submissions will be penalized at a rate of 15% per 24-hour block after the deadline. That is, an assignment submitted up to 24 hours late receives a 15% penalty, between 24-48 hours late receives a 30% penalty, and between 48-72 hours late receives a 45% penalty. After an assignment is in excess of 72 hours late, including weekends, I will no longer accept it and you will receive a 0% grade.

Communication Policy:

All course communication will be sent to your TCNJ email. You are expected to check this account daily, and failure to read email from me is not an acceptable excuse for course problems. All communication to me should be emailed to dahling@tcnj.edu; please do not message me through Canvas.

Extra Credit Policy:

You can earn a maximum of 5 points of extra credit by being in class to complete the “progress check” quizzes that the class will take at the beginning of every class meeting with a lecture. I will randomly take up five of these quizzes during the semester and award a point of credit to each person who completed the quiz, regardless of the correctness of the answers given. You must be in class to complete the quiz to earn these points; students who are absent or tardy will not have an opportunity to make up the quiz when it is taken up for credit. This is the only mechanism allowed for earning extra credit.

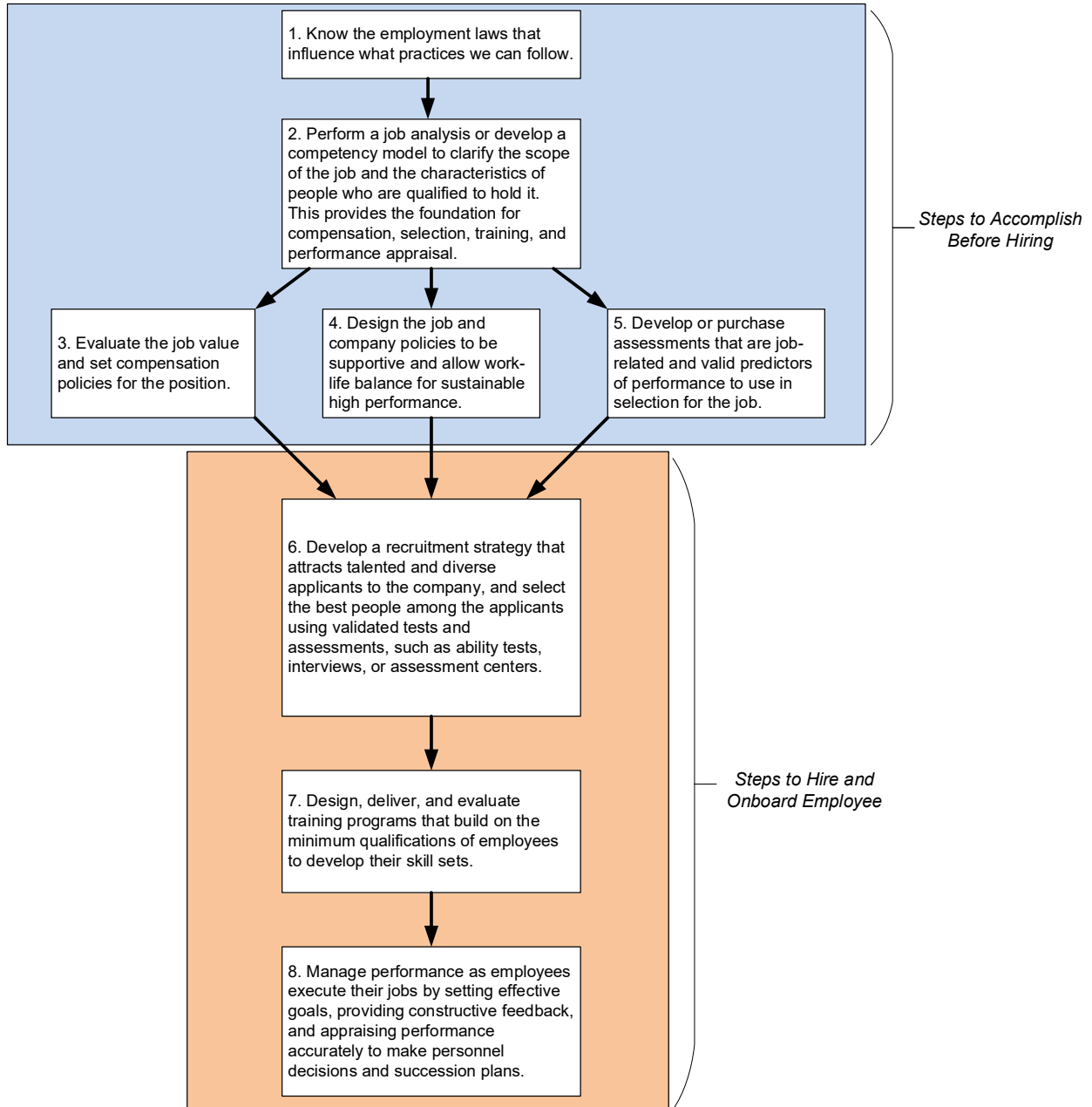
Statement of Ethical Principles:

The Psychology Department has adopted a set of Ethical Principles to communicate our values and guide the conduct of our members. We strive to uphold these principles in all of the contexts in which the members of the department engage: in courses, in research, and in the community. All members of our community - students, faculty and staff – are responsible for familiarizing themselves with these principles and abiding by them. This statement is not intended to replace, but rather expands on existing federal and state protections as well as local policies at TCNJ. Our intention is to more fully articulate the rights and responsibilities of an ethically responsible community of learners in the Psychology Department. [Please read our complete Ethical Principles](#) for further details.

Technology Policy:

Cell phones should be muted and out of sight during class. You may use a laptop or tablet if you feel it is helpful to take notes. However, if you are distracting others, I will ask you to put your device away.

Course Outline



Tentative Course Schedule

The schedule of topics and due dates is subject to change due to unexpected delays, class cancelations, or other problems that emerge. Any changes from this schedule will be announced in class and via email. In the event of a significant disruption, I will also post an updated syllabus with revised due dates to Canvas that supersedes this original syllabus. Perusal reactions are due at midnight *before* our class meetings. Any other items due, such as projects, must be submitted to Canvas by the start of class.

A typical class meeting will start with an ungraded progress check to review material covered in the previous class meeting. We will then introduce the topic for the day, discuss any confusion surrounding the assigned book chapter, and move into a lecture designed to complement it. Break-out discussions and activities interspersed in the lecture will draw on journal articles and other assigned readings.

Date	Topic & Assigned Materials to Prepare for Class	Items Due / Events
Aug 29	<i>Legal Context of Industrial Psychology I: Civil Rights Act 1964</i> <ul style="list-style-type: none"> • Course intro video • Textbook, Foreword & Chapter 1 • <i>Ellison v. Brady</i> decision 	Perusall #1
Sept 1	<i>Legal Context of Industrial Psychology II: ADEA, ADA, and CRA 1991</i> <ul style="list-style-type: none"> • Concept video: ADA terminology • Blanck, P. (2022). On the importance of the Americans With Disabilities Act at 30. <i>Journal of Disability Policy Studies</i>, https://doi.org/10.1177/10442073211036900 	Perusall #2
5	<i>No Class Meeting</i> <i>Follow Your Monday Schedule for Labor Day adjustment!</i>	
8	<i>Legal Context of Industrial Psychology III: New and Emerging Issues</i> <ul style="list-style-type: none"> • Murphy, W., & Singh, S. (2022). What's up with Glatt?!: The FLSA's Primary Beneficiary Standard in hindsight. <i>Journal of Management Policy and Practice</i>, 23(1), 12-18. 	Perusall #3 Prelim. Engagement graded
12	<i>Job Analysis I: Overview and Methods</i> <ul style="list-style-type: none"> • Textbook, Chapter 2 	Perusall #4
15	<i>Job Analysis II: Competency Modeling</i> <ul style="list-style-type: none"> • Sanchez, J.I., & Levine, E.L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? <i>Human Resource Management Review</i>, 19, 53-63. 	Perusall #5
19	<i>Compensation I: Job Evaluation</i> <ul style="list-style-type: none"> • Textbook, Chapter 3 • Concept video: The point-factor method 	Perusall #6

22	Compensation II: Challenges and Controversies <ul style="list-style-type: none"> • Steenburgh, T., & Ahearne, M. (2012, July/August). Motivating salespeople: What really works. <i>Harvard Business Review</i>, 90(7/8), 70-75. • Gopalan, R., Horn, J., & Milbourn, T. (2017, September/October). Comp targets that work: How to keep executives from gaming the system. <i>Harvard Business Review</i>, 95(5), 102-107. 	Perusall #7
26	Job Design: Engagement and Well-Being <ul style="list-style-type: none"> • Textbook, Chapter 4 	Perusall #8 Engagement #1 graded
29	Exam 1 Review <ul style="list-style-type: none"> • No assigned reading. Bring questions so that I can cover any material for Exam 1 that is unclear. Attendance is optional and you can come & go as you please. 	
Oct 3	Exam 1 (in class) <ul style="list-style-type: none"> • Exam 1 covers material from 8/29 through 9/26. 	
6	Tests & Measures I: Criteria <ul style="list-style-type: none"> • Textbook, Chapter 5 	Perusall #9
10	No Class Meeting Fall Break	
13	Tests & Measures II: Validating Assessments <ul style="list-style-type: none"> • Textbook, Chapter 6 • Concept video: Test Validation 	Perusall #10 & Project #1
17	Selection I: Screening Out <ul style="list-style-type: none"> • Textbook, Chapter 7 	Perusall #11
20	Selection II: Personality and Cognitive Ability Tests <ul style="list-style-type: none"> • Textbook, Chapter 8 • Concept video: Cognitive Ability Testing 	Perusall #12
24	Selection III: Interviews <ul style="list-style-type: none"> • Buehl, A.-K., Melchers, K.G., Macan, T., & Kühnel, J. (2019). Tell me sweet little lies: How does faking in interviews affect interview scores and interview validity? <i>Journal of Business and Psychology</i>, 34, 107-124. 	Perusall #13
27	Selection IV: Higher-Fidelity Predictors <ul style="list-style-type: none"> • Textbook, Chapter 9 	Perusall #14 & Project #2

	31	Recruitment I: Organizational Perspective <ul style="list-style-type: none"> Textbook, Chapter 10 	Perusall #15
Nov	3	Recruitment II: Applicant Perspective <ul style="list-style-type: none"> Carter, N.T., & Highhouse, S. (2013). You will be known by the company you keep: Understanding the social identity concerns of job seekers. In D.M. Cable & K.Y.T. Yu (Eds.), <i>The Oxford handbook of recruitment</i> (pp. 454-462). New York: Oxford University Press. 	Perusall #16 Engagement #2 graded
	7	Exam 2 Review <ul style="list-style-type: none"> No assigned reading. Bring questions so that I can cover any material for Exam 2 that is unclear. Attendance is optional and you can come & go as you please. 	
	10	Exam 2 (in class) <ul style="list-style-type: none"> Exam 2 covers material from 10/6 through 10/31. 	
	14	Training I: Context & Design <ul style="list-style-type: none"> Textbook, Chapter 11 	Perusall #17
	17	Training II: Implementation & Evaluation <ul style="list-style-type: none"> Textbook, Chapter 12 Hira, N.A. (2007, November 12). The making of a UPS driver. <i>Fortune</i>, 156(10), 118-128. Concept video: Training evaluation 	Perusall #18 & Project #3
	21 & 24	No Class Meeting Thanksgiving Break	
	28	Performance Management I: Performance Goals <ul style="list-style-type: none"> Textbook, Chapter 13 Kerr, S., & LePelley, D. (2013). Stretch goals: Risks, possibilities, and best practices. In G.P. Latham & E.A. Locke (Eds.), <i>New developments in goal setting and task performance</i> (pp. 21-31). New York, NY: Routledge. 	Perusall #19
Dec	1	Performance Management II: Feedback and Coaching <ul style="list-style-type: none"> London, M. (2015). <i>The power of feedback</i> (Chapter 7, 360-Degree Feedback). Mahwah, NJ: LEA Publishers. 	Perusall #20
	5	Performance Management III: Appraisal and Decision Making <ul style="list-style-type: none"> Textbook, Chapter 14 Cappelli, P., & Tavis, A. (2016, October). The performance management revolution. <i>Harvard Business Review</i>, 94(10), 58-67. 	Perusall #21

8	<p>Final Exam Review</p> <ul style="list-style-type: none"> No assigned reading. Bring questions so that I can cover any material for Exam 3 that is unclear. Attendance is optional and you can come & go as you please. 	<p>Project #4</p> <p>Engagement #3 graded</p> <p>Progress check EC graded</p>
??	<p>Exam 3 (in class)</p> <ul style="list-style-type: none"> Exam 3 will be held on our assigned exam day/time TBD during the final exam period. Exam 3 coverage is split between select cumulative content from throughout the course and new material introduced 11/10 – 12/1. 	