

PSY364-01: Industrial Psychology
Dr. Jason Dahling
Tuesdays & Fridays, 2:00-3:20pm (SSB 128)

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Student Hours: T/F 1-2, W 11-12

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.
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. Rewrite by hand later, if you want.
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 practice questions.
 - c. Write your essay early so that you have lots of time to study for the closed-book portion.
 - d. 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 post-midterm 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**

There will be two exams, one at midterm and one during the regularly-scheduled final exam period, each worth 100 points. Each exam includes both an in-class and a take-home component. The in-class component (70 points) consists of multiple choice and short answer questions. The take-home component (30 points) consists of an open-book, individual essay question provided a week before the exam that is due on the scheduled exam day. The final exam draws on select content from the first half of the course, but emphasizes new material introduced after the midterm.

2. Projects

Projects build on the knowledge and skills that you have gained in class by giving you an opportunity to apply what you have learned. 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. Class Participation

Participation is graded because thoughtful and active participation is essential to being successful in this course. You are expected to play an active role in class discussions as well as experiential activities that occur during class time. Attendance does not constitute participation; if you have not completed the assigned reading and cannot make meaningful contributions, expect a low grade for the day. See the syllabus addendum on Canvas for more details about participation.

Grading Criteria:

COURSE COMPONENT	POINT VALUE
Exams – 2 @ 100 points each	200
Projects – 4 @ 20-30 points each	100
Class Participation	30
TOTAL	330

Final grades will be based on the percentage of total 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+		

Course Policies

Academic Integrity Policy:

Cheating and plagiarism are serious violations of the College's Academic Integrity Policy. It is your responsibility to familiarize yourself with this policy, which is available in full at the link below. Under this policy, I am obligated to file any academic integrity violations for review. In the interest of promoting academic integrity, all work submitted to Canvas will be subjected to a plagiarism scan. Please note that the result of this scan is that your work will be stored anonymously within the Turn-It-In system to be compared against future submissions made by other students.

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642>

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:** All assignments 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.
- **Exams:** Students are not permitted to leave the classroom during exams except in cases where accommodations have been made through Disability Support Services. Students are not allowed to have any personal electronic devices on and in view during exams. This includes 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 will differ in format and content from the exam administered in class.
- **Late Assignments:** Canvas reports the dates and times that items are due. 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.

- **Participation:** See the syllabus addendum on Canvas concerning participation for full details of how this grade is derived and what I expect. You are responsible for reading and understanding this document.

Attendance Policy:

Attendance is expected in accordance with College attendance policy, as explained in full here:

<http://policies.tcnj.edu/policies/digest.php?docId=8162>

Communication Policy:

All communication about the course will be sent to your TCNJ email. You are expected to check this account every day, 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 because the interface is poorly designed and I'm likely to miss your question.

Disability Policy:

Any student who has a documented disability and is in need of academic accommodations should notify me *during the first week of classes* and contact Disability Support Services (609-771-2571).

Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991. See here for more information:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

Extra Credit Policy:

You can earn a maximum of 5 points of extra credit by being in class to complete the review 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 course of 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. A link to the Ethical Principles can be found here:

<https://psychology.tcnj.edu/ethical-principles/>

Student Conduct Policy:

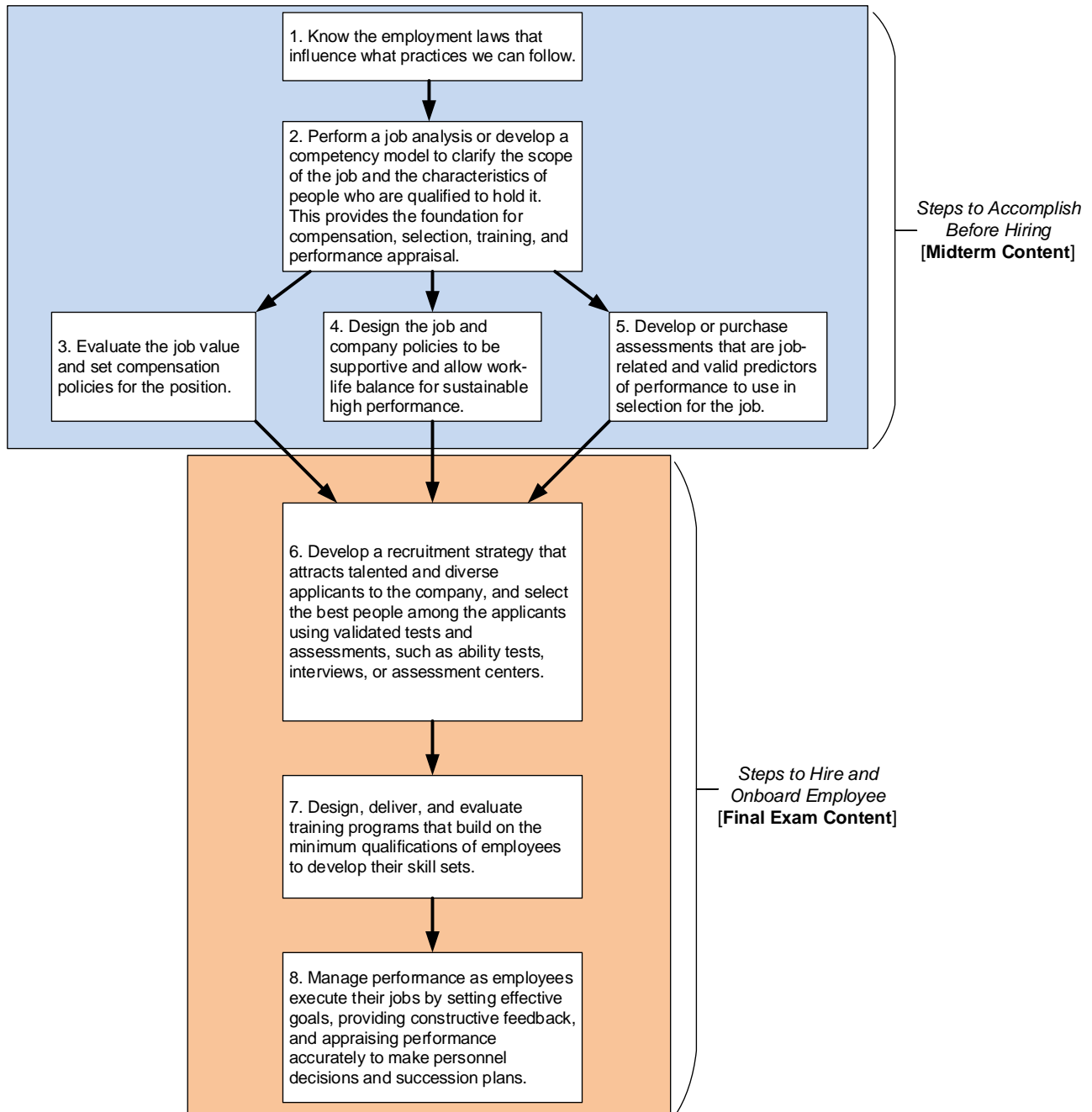
The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college's commitment to and expectations of having an environment that respects the diversity of all members of the campus community. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at thompsok@tcnj.edu.

<http://policies.tcnj.edu/policies/digest.php?docId=9122>

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 it is clear that you are not paying attention or that you are distracting others, I will ask you to put your computer 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. Any items due, such as projects or take-home exam questions, 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 Reading	Items Due / Events
Aug 27	<i>Legal Context of Industrial Psychology I: Civil Rights Act 1964</i> <ul style="list-style-type: none"> • Textbook, Foreword & Chapter 1 	
30	<i>Legal Context of Industrial Psychology II: ADEA, ADA, and CRA 1991</i> <ul style="list-style-type: none"> • Roehling, M.V., & Jayasinghe, M. (2019). One size does <i>not</i> fit all: Accommodating obesity-related disabilities in the workplace. <i>Employee Responsibilities and Rights Journal</i>, 31, 1-27. 	
Sept 3	<i>No Class Meeting Follow Monday Schedule</i>	
6	<i>Legal Context of Industrial Psychology III: New and Emerging Issues</i> <ul style="list-style-type: none"> • Barron, L.G., & Hebl, M. (2013). The force of law: The effects of sexual orientation antidiscrimination legislation on interpersonal discrimination in employment. <i>Psychology, Public Policy, and Law</i>, 19, 191-205. 	
10	<i>Job Analysis I: Overview and Methods</i> <ul style="list-style-type: none"> • Textbook, Chapter 2 	
13	<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. 	
17	<i>Compensation I: Job Evaluation</i> <ul style="list-style-type: none"> • Textbook, Chapter 3 • Kilgour, J.G. (2008). Job evaluation revisited: The point-factor method. <i>Compensation & Benefits Review</i>, 40, 37-46. 	

20	<p>Compensation II: Challenges and Controversies</p> <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. 	
24	<p>Job Design I: Engagement and Well-Being</p> <ul style="list-style-type: none"> • Textbook, Chapter 4 	Project 1
27	<p>Job Design II: Work-Life Balance</p> <ul style="list-style-type: none"> • Sinoway, E.C. (2012, October). No, you can't have it all. <i>Harvard Business Review</i>, 90(10), 111-114. • Petriglieri, J. (2018, May/June). Talent management and the dual-career couple. <i>Harvard Business Review</i>, 96(3), 106-113. 	
Oct 1	<p>Tests & Measures I: Criteria</p> <ul style="list-style-type: none"> • Textbook, Chapter 5 	
4	<p>Tests & Measures II: Validating Assessments</p> <ul style="list-style-type: none"> • Textbook, Chapter 6 	
8	<p>Fall Break No Class Meeting</p>	
11	<p>Open Day for Exam Review</p> <ul style="list-style-type: none"> • No lecture or assigned reading. I will be in class to review any material you want prior to the exam. Attendance is optional and participation is not graded. 	Project 2
15	<p>Midterm Exam</p> <ul style="list-style-type: none"> • Covers material from 8/27 through 10/4 	Exam 1 Essay
18	<p>Selection I: Screening Out</p> <ul style="list-style-type: none"> • Textbook, Chapter 7 • Bernerth, J.B., Taylor, S.G., Walker, H.J., & Whitman, D.S. (2012). An empirical investigation of dispositional antecedents and performance-related outcomes of credit scores. <i>Journal of Applied Psychology</i>, 97, 469-478. 	
22	<p>Selection II: Personality and Cognitive Ability Tests</p> <ul style="list-style-type: none"> • Textbook, Chapter 8 • Sackett, P.R., & Kuncel, N.R. (2018). Eight myths about standardized admissions testing. In J. Buckley, L. Letukas, & B. Wildavsky (Eds.), <i>Measuring success: Testing, grades, and the future of college admissions</i> (pp. 13-39). Baltimore, MD: Johns Hopkins University Press. 	

25	<p>Selection III: Interviews</p> <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, 34</i>, 107-124. 	
29	<p>Selection IV: Higher-Fidelity Predictors</p> <ul style="list-style-type: none"> Textbook, Chapter 9 	
Nov 1	<p>Recruitment I: Organizational Perspective</p> <ul style="list-style-type: none"> Textbook, Chapter 10 Bretz, R.D., & Judge. T.A. (1998). Realistic job previews: A test of the adverse self-selection hypothesis. <i>Journal of Applied Psychology, 83</i>, 330-337. 	
5	<p>Recruitment II: Applicant Perspective</p> <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. Kalleberg, A.L. (2008). The mismatched worker: When people don't fit their jobs. <i>Academy of Management Perspectives, 22</i>, 24-40. 	
8	<p>Training I: Context & Design</p> <ul style="list-style-type: none"> Textbook, Chapter 11 Beer, M., Finnström, M., & Schrader, D. (2016, October). Why leadership training fails – and what to do about it. <i>Harvard Business Review, 94</i>(10), 50-57. 	
12	<p>Training II: Implementation & Evaluation</p> <ul style="list-style-type: none"> Textbook, Chapter 12 Hira, N.A. (2007, November 12). The making of a UPS driver. <i>Fortune, 156</i>(10), 118-128. 	Project 3
15	<p>Performance Management I: Performance Goals</p> <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. 	
19	<p>Performance Management II: Feedback and Coaching</p> <ul style="list-style-type: none"> London, M. (2015). <i>The power of feedback</i> (Chapter 7, 360-Degree Feedback). Mahwah, NJ: LEA Publishers. 	

22	<p>Performance Management III: Appraisal and Decision Making</p> <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. • Goler, L., Gale, J., & Grant, A. (2016, November). Let's not kill performance evaluations yet. <i>Harvard Business Review</i>, 94(11), 90-94. 	
26 & 29	<p>No Class Meeting Thanksgiving Break</p>	
Dec 3	<p>Flex Day for Emergencies No class meeting if not used</p>	Project 4
6	<p>Open Day for Exam Review</p> <ul style="list-style-type: none"> • No lecture or assigned reading. I will be in class to review any material you want prior to the exam. Attendance is optional and participation is not graded. 	
??	<p>Final Exam Covers material from 10/18 through 11/22. Administered on scheduled exam day TBA in PAWS.</p>	Exam 2 Essay