

**PSY364-01: Industrial Psychology**

Dr. Jason Dahling

Tuesdays &amp; Fridays, 2:00-3:20pm

**All class meetings held via Zoom; link accessible in Canvas under the "Zoom" tab in the sidebar.**

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Office: Social Sciences 123

Student Hours: T/F 12-2 [by appt](#)**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 and videos before class in the order that they are listed in Canvas. The book chapters are especially critical, and 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 actively learn from each video lecture. Summarize and take notes by hand later for maximum impact.
4. Start studying *well in advance* for each exam:
  - a. Complete the review guide as you go along, filling in the responses weekly for each topic.
  - b. Review the progress check questions for each class meeting for practice items.
  - c. Write your essay early so that you have lots of time to study for the closed-book portion.
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 ask for help if you ever have questions or concerns. My (virtual) 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 practice areas of Industrial Psychology.
- 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**

We have two exams, each worth a total of 70 points. Each exam includes both a Canvas component and a take-home component. The Canvas component (40 points) is a conventional, closed-book test that consists of multiple choice and short answer questions. The take-home component (30 points) is an open-book, substantive essay question 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 20 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 online class discussions. 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 @ 70 points each	140
Projects – 4 @ 20 points each	80
Class Participation	20
<b>TOTAL</b>	<b>240</b>

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.

<https://policies.tcnj.edu/?p=130>

#### **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" documents accrue a late penalty.
- **Exams (Canvas):** The Canvas portion of each exam is a closed book, individual assignment. Using any resources or seeking help will constitute an academic integrity violation. Make-up exams are only provided in extenuating circumstances, defined at my discretion, and will differ in format and content from the exam administered to the rest of the 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: <https://policies.tcnj.edu/?p=77>

**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](mailto:dahling@tcnj.edu); please do not message me through Canvas.

**Disability Policy:**

Any student who has a documented disability and needs academic accommodations should notify me prior to any assignment due dates and contact the Accessibility Resource Center (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: <https://policies.tcnj.edu/?p=145>

**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 [thomsok@tcnj.edu](mailto:thomsok@tcnj.edu). <https://policies.tcnj.edu/?p=870>

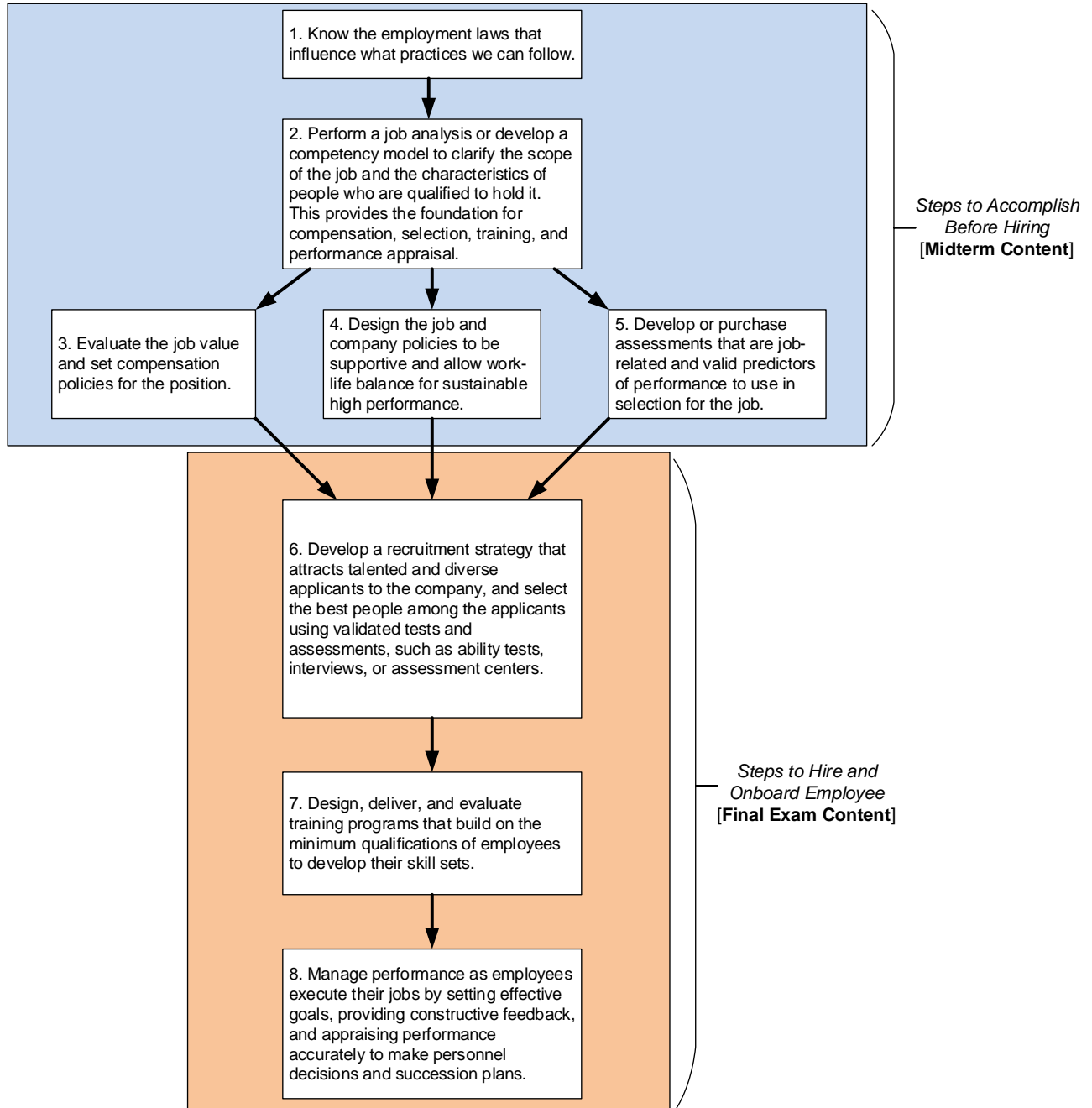
**Technology Policies:**

During class meetings, please keep your microphone muted unless you are participating in the discussion. Cameras should be on unless you have insufficient bandwidth to do so. Class meetings are recorded and accessible in Canvas under Zoom -> Cloud Recordings for later studying purposes, but may be removed at my discretion or at the request of student participants (see below).

**TCNJ Classroom Recording Policy:**

In accordance with the Remote Classroom Camera/Microphone Use and Recording Policy our class sessions may be audiovisually recorded (both for students in the class to refer back to and for enrolled students who are unable to attend live). Recordings of your audiovisual participation in the class session are considered “directory information” under the College’s Family Educational Rights and Privacy Act Policy. Access to the recordings will be password-protected and available to students in the class through Canvas. In general, a recording will not be maintained beyond the end of the following semester (allowing students who earned a grade of incomplete to finish the course) and thereafter will be deleted unless a compelling need exists for retaining it. If you have concerns about being recorded or having the recording accessed by other students in the class, please contact your instructor or the Accessibility Resource Center, who can endeavor to address those concerns and ensure that the requirements of the Family Educational Rights and Privacy Act and TCNJ Family Educational Rights and Privacy Act Policy and Remote Classroom Camera/Microphone Use and Recording Policy are met.

**Course Outline**



### Tentative Course Schedule

The schedule of topics and due dates is subject to change due to unexpected delays, class cancellations, 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 a discussion of the assigned material with time for open Q&A. We will then move into break-out discussions and application activities to reinforce the material and ensure understanding of the journal articles and other assigned readings. Lastly, we conclude with a look toward upcoming material and any assignments due in the near future.

Zoom Meeting	Topic & Assigned Items to Complete Before Zoom Meeting	Items Due to Canvas
Aug 2 8	<b>Legal Context I</b> <ul style="list-style-type: none"> <li>• Course intro video</li> <li>• Textbook, Foreword &amp; Chapter 1</li> <li>• <i>Ellison v. Brady</i> decision</li> <li>• Lecture video</li> </ul>	
Sept 4	<b>Legal Context II</b> <ul style="list-style-type: none"> <li>• Roehling, M.V., &amp; 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.</li> <li>• Lecture video</li> </ul>	
1 1	<b>Job Analysis</b> <ul style="list-style-type: none"> <li>• Textbook, Chapter 2</li> <li>• Sanchez, J.I., &amp; 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.</li> <li>• Lecture video</li> </ul>	
1 8	<b>Compensation</b> <ul style="list-style-type: none"> <li>• Feedback survey</li> <li>• Textbook, Chapter 3</li> <li>• Gopalan, R., Horn, J., &amp; 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.</li> <li>• Steenburgh, T., &amp; Ahearne, M. (2012, July/August). Motivating salespeople: What really works. <i>Harvard Business Review</i>, 90(7/8), 70-75.</li> <li>• Lecture video</li> </ul>	

	2 5	<p><b>Job Design</b></p> <ul style="list-style-type: none"> <li>• Textbook, Chapter 4</li> <li>• Petriglieri, J. (2018, May/June). Talent management and the dual-career couple. <i>Harvard Business Review</i>, 96(3), 106-113.</li> <li>• Sinoway, E.C. (2012, October). No, you can't have it all. <i>Harvard Business Review</i>, 90(10), 111-114.</li> <li>• Lecture video</li> </ul>	Project 1
Oct	2	<p><b>Criterion Development</b></p> <ul style="list-style-type: none"> <li>• Textbook, Chapter 5</li> <li>• Lecture video</li> </ul>	
	9	<p><b>Test Validity</b></p> <ul style="list-style-type: none"> <li>• Textbook, Chapter 6</li> <li>• Lecture video</li> </ul>	
	1 3	<p><b>Tuesday Exam Review</b></p> <ul style="list-style-type: none"> <li>• No assigned reading. I'll review anything you want, so have questions and concerns ready. Attendance is optional and participation is not graded.</li> </ul>	
	1 6	<p><b>Midterm Exam</b></p> <ul style="list-style-type: none"> <li>• Administered online via Canvas. See details in Canvas for how this exam functions.</li> </ul>	Exam 1 Essay
	2 3	<p><b>Selection I</b></p> <ul style="list-style-type: none"> <li>• Textbook, Chapter 7</li> <li>• Lecture video</li> <li>• Textbook, Chapter 8</li> <li>• Lecture video</li> </ul>	Project #2
	3 0	<p><b>Selection II</b></p> <ul style="list-style-type: none"> <li>• Buehl, A.-K., Melchers, K.G., Macan, T., &amp; 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.</li> <li>• Lecture video</li> <li>• Textbook, Chapter 9</li> <li>• Lecture video</li> </ul>	
Nov	6	<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• Feedback survey</li> <li>• Textbook, Chapter 10</li> <li>• Carter, N.T., &amp; Highhouse, S. (2013). You will be known by the company you keep: Understanding the social identity concerns of job seekers. In D.M. Cable &amp; K.Y.T. Yu (Eds.), <i>The Oxford</i></li> </ul>	



		<p><i>handbook of recruitment</i> (pp. 454-462). New York: Oxford University Press.</p> <ul style="list-style-type: none"> <li>Lecture video</li> </ul>	
1 3		<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Textbook, Chapter 11</li> <li>Lecture video</li> <li>Textbook, Chapter 12</li> <li>Hira, N.A. (2007, November 12). The making of a UPS driver. <i>Fortune</i>, 156(10), 118-128.</li> <li>Lecture video</li> </ul>	Project #3
2 0		<p><b>Performance Management I</b></p> <ul style="list-style-type: none"> <li>Textbook, Chapter 13</li> <li>Kerr, S., &amp; LePelley, D. (2013). Stretch goals: Risks, possibilities, and best practices. In G.P. Latham &amp; E.A. Locke (Eds.), <i>New developments in goal setting and task performance</i> (pp. 21-31). New York, NY: Routledge.</li> <li>Lecture video</li> </ul>	
2 7		<p><b>Thanksgiving Break</b></p> <ul style="list-style-type: none"> <li>No class meeting or assigned reading this week.</li> </ul>	
Dec 4		<p><b>Performance Management II</b></p> <ul style="list-style-type: none"> <li>Textbook, Chapter 14</li> <li>Cappelli, P., &amp; Tavis, A. (2016, October). The performance management revolution. <i>Harvard Business Review</i>, 94(10), 58-67.</li> <li>Goler, L., Gale, J., &amp; Grant, A. (2016, November). Let's not kill performance evaluations yet. <i>Harvard Business Review</i>, 94(11), 90-94.</li> <li>Lecture video</li> </ul>	Project 4
7		<p><b>Reading Day Review Session</b></p> <ul style="list-style-type: none"> <li>No assigned reading. I'll review anything you want, so have questions and concerns ready. Attendance is optional and participation is not graded.</li> </ul>	
? ?		<p><b>Final Exam</b></p> <ul style="list-style-type: none"> <li>Emphasizes material from 10/23 through end of course. Administered in Canvas on scheduled exam day/time TBA.</li> </ul>	Exam 2 Essay