

**DEREE COLLEGE SYLLABUS FOR:
PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

3/0/3

(Updated Spring 2022)

**LEVEL 6
UK CREDITS: 15**

PREREQUISITES:

PS 1000 Psychology as a Natural Science – L4
 PS 1001 Psychology as a Social Science – L 4
 PS 2207 Infancy and Preschool Years – L4
 PS 2010 History of Psychology – L4
 PS 2257 Diversity and Social Interaction – L 4
 PS 2260 Introduction to Statistical Thinking-L4
 PS 2347 Analysis of Quantitative Data – L 4
 PS 3626 Social Psychology: Theories & Applications – L 5
 PS 3532 Testing and Assessment – L5

CATALOG DESCRIPTION:

Systematic analysis of the science of people at work. Methods of personnel selection, evaluation, and training. Job satisfaction, motivation at work and productivity in changing global times. Intervening factors such as the role of personality and demographics. Insights into stress management issues.

RATIONALE:

This module exposes students to scientific concepts, methods, and research findings in Industrial-Organizational psychology (I/O). It is primarily designed for students in psychology, although students in business and economics interested in the application of psychological factors and research to work issues will benefit.

LEARNING OUTCOMES:

Upon completion of this module, the student should be able to:

1. Scientifically assess imperative issues in selection and training of employees.
2. Critically evaluate classical and contemporary theories of motivation and leadership in terms of their application to real-life work issues.
3. Scientifically scrutinize the main intelligence, aptitude, personality, and interest tests, and defend the utilization of such tools.
4. Compare and contrast job and work design options in relation to stress management and group performance.

METHOD OF TEACHING AND LEARNING:

In line with the teaching and learning strategy of the college, the following tools are used:

All in-class exercises will enrich the students learning experience and enable them to understand the material in a more in-depth manner. The following learning tools include, although are not limited to:

- Class lectures, interactive learning (class discussions, group work), video presentations.

	<ul style="list-style-type: none"> ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Case-studies reviewed and assessed. ➤ Discussion of assigned and supplementary materials. 						
<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="686 443 1430 667"> <tr> <td data-bbox="686 443 1252 604"> <p>1st assessment: Group Project Critical review of literature on a thematic topic, analysis and discussion. Individual assessment of the group project via oral presentation/short report</p> </td> <td data-bbox="1252 443 1430 604" style="text-align: center;"> <p>50%</p> </td> </tr> <tr> <td data-bbox="686 604 1252 667"> <p>Final assessment: Examination Essay questions</p> </td> <td data-bbox="1252 604 1430 667" style="text-align: center;"> <p>50%</p> </td> </tr> </table> <p>Formative</p> <table border="1" data-bbox="686 730 1430 766"> <tr> <td data-bbox="686 730 1252 766">In-class exercises</td> <td data-bbox="1252 730 1430 766" style="text-align: center;"> <p>0%</p> </td> </tr> </table> <p>The 1st assessment tests learning outcomes 1,2,4. The final assessment tests learning objectives 1,2,3,4.</p> <p>The final grade for this module will be determined by averaging all summative (major) assessment grades, based on predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is above 40, students are not required to resit any failed assessments.</p>	<p>1st assessment: Group Project Critical review of literature on a thematic topic, analysis and discussion. Individual assessment of the group project via oral presentation/short report</p>	<p>50%</p>	<p>Final assessment: Examination Essay questions</p>	<p>50%</p>	In-class exercises	<p>0%</p>
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<p>Final assessment: Examination Essay questions</p>	<p>50%</p>						
In-class exercises	<p>0%</p>						
<p>INDICATIVE READING:</p>	<p>REQUIRED READING:</p> <p>Robbins, S.P. <i>Organizational Behaviour</i>. Prentice-Hall, latest edition.</p> <p>Spector, P.E. <i>Industrial and Organizational Psychology: Research and Practice</i>. International Student Version. Latest Edition. Wiley.</p> <p>RECOMMENDED READING:</p> <p>Arnold, J. <i>Work Psychology</i>. (Latest Edition). Prentice Hall.</p> <p>Arthur, W., Bennett, W., Edens, P.S. & Bell, S.T. (2003). Effectiveness of training organizations: A meta-analysis of design and evaluation features. <i>Journal of Applied Psychology</i>, 88, 24-45.</p> <p>Ashton, M.C. (1998). Personality and Job Performance. The importance of narrow traits. <i>Journal of Organizational Behaviour</i>, 19, 289-303.</p> <p>Bandura, A., & Locke, E. (2003). Negative self-efficacy and goal effects, revisited. <i>Journal of Applied Psychology</i>, 88, 87-99.</p>						

- Bevan, S., Brinkley, I., Bajorek, R., & Cooper, C.L. (2018). *21st century workforces and Workplaces*. London: Bloomsbury Business.
- Bielby, W.T. (2000). Minimizing workplace gender and racial bias. *Contemporary Sociology*, 29 (1), 120-29.
- Burke, R., & Cooper, C.L. (2009). *The Long Work Hours Culture: Causes, Consequences and Choices*. Emerald.
- Dewe, P., O'Driscoll, P.O., & Cooper, C.L. (2010). *Coping with Work Stress: A review and critique*. Wiley-Blackwell.
- Dewe, P., & Cooper (2017). *Work stress and coping: Forces of change and challenges*. London: SAGE Publications Ltd.
- Fotinos-Ventouratos, (2019). The Psychological and Social Implications of the Gender Wage Gap. In: Antoniou, A.S., Cooper, C.L. and Gattrell, C. *Women, Business and Leadership: Gender and Organisations*. Edward Elgar Publishing. Cheltenham, UK. Northampton, MA. USA.
- Fotinos-Ventouratos, R.S.J. & Cooper, C.L. (2015). *The Economic Crisis and Occupational Stress*. Edward Elgar Publishing. Cheltenham, UK. Northampton, MA. USA.
- Fotinos, R.F. & Cooper, C.L. (2005). The Role of Gender and Social Class in Work Stress. *Journal of Managerial Psychology*, Vol. 20, No.1. 14-23.
- Joyce, R. and Costa Dias, M. (2016). *Gender Wage Gap Grows Year on Year After Childbirth as Mothers in Low-Hours Jobs See No Wage Progression*. London: Institute of Fiscal Studies.
- Lundberg, U., & Cooper, C.L. (2011). *The Science of Occupational Health: Stress, psychobiology and the new world of work*. Wiley-Blackwell.
- Payne, R., Cooper, C.L. (Latest Edition). *Causes, Consequence & Coping with Stress at Work*. Wiley-Blackwell.
- Schein, V.E., Mueller, R., Lituchy, T., & Liu, J. (1996). *Think Manager-Think Male: A Global Phenomenon?* *Journal of Organizational Behaviour*, 17, 33-41.
- Searle, R. H. (2018). Trust and HRM. In. R. H. Searle, A.L. Nienaber and S.B. Sitkin (Eds), *The Routledge Companion to Trust* (pp. 483-505). Abingdon: Routledge.
- Torres, N. (2018). Are there good jobs in the gig economy? *Harvard Business Review*, July-August, 146-147.

	<p>Warr, P. (2007). Some historical developments in I-O Psychology outside the United States. In. L.L. Koppes, P.W. Thayer, A.J. Vinchur, & E. Salas (Eds). <i>Historical perspectives in industrial and organizational psychology</i>. (pp. 81-107). Mahwah. NJ: Lawrence Erlbaum.</p> <p>Weekley, J.A., Labrador, M., and Frye, K. (2019). Job analysis ratings and criterion-related validity: Are they related and can validity be used as a measure of accuracy? <i>Journal of Occupational and Organizational Psychology</i>, vol. 92, Part 4. 764-787.</p> <p>Weinberg, A. and Cooper, C.L. (2012). <i>Stress in Turbulent Times</i>. Basingstoke: Palgrave Macmillian.</p> <p>Watson, R. (2018). <i>Digital vs. human: how we'll live, love and think in the future</i>. London: Scribe Publications</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: N/a</p> <p>RECOMMENDED MATERIAL: Harvard Business Review (monthly) Journal of Applied psychology Journal of Managerial Psychology Journal of Occupational and Organizational psychology (monthly) Journal of Organizational Behaviour Journal of Vocational Behaviour.</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Paper submitted in Word. Academic use of English, both oral and written. APA style</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Blackboard, MS Office, Search Engines</p>
<p>WWW RESOURCES:</p>	<p>British Psychological Society www.bps.org.uk</p> <p>American Psychological Association www.apa.org</p> <p>Emerald : www.emeraldinsight.com</p>
<p>INDICATIVE CONTENT</p>	<ol style="list-style-type: none"> 1. Industrial and Organizational Psychology in Perspective. Historical growth of the field. 2. Professional practice of Industrial and Organizational psychology in relation to selection and training. 3. Measures of Human Abilities and Personality in the job. 4. The Organizational and Social Context of Human Work. 5. The design and interface of the job and working environment.

	6. The future of work practice: occupational stress and well-being at work.
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