BS Psychology Program

COURSE SYLLABUS

Course Title:	**INDUSTRIAL PSYCHOLOGY**	School Year:	**2011-2012**
Course Abbreviation:	**PSY 213**	Semester:	**First**
No. Of Units:	**Three (3)**	Prerequisite Course/s:	**PSY1, PSY203, PSY208**

Course Facilitator:	**Assoc. Prof. Glody T. Reyes, MA, MBA, CIOP**	Class Schedule:	**Three (3) lecture hours a week**
Office:	**UST Department of Psychology (Room 312)**	Room Assignment:	**College of Science** *(3rd Floor, UST Main Building)*
Contact No:	**406-1611 local 8325**	Consultation Schedule:	**Monday (5-6pm) Wednesday (10-11am)**
E-mail:	**ustpsych@yahoo.com**	Consultation Room:	**UST Department of Psychology (Room 312)**

COURSE DESCRIPTION:

Industrial Psychology or Industrial-Organizational Psychology (I-O Psychology) is the study of the principles and theories of Psychology as applied to business and industry. Topics pertinent to Industrial-Organizational Psychology will be covered including human resource selection, employee testing, job analysis, performance appraisals, leadership, employee motivation and job satisfaction. It will also provide students with opportunities to conduct field studies and application projects in specialized areas of Consumer Psychology and Engineering Psychology.

COURSE OBJECTIVES:

Core Competency:	Industrial-Organizational Psychologists with dynamic skills and efficient tools in developing and managing human resources specifically aimed towards improving working conditions and productivity.
Learning Objectives:	At the end of the semester, the students will be able to: 1. Explain and evaluate the theories, research, and practices within the field of Industrial-Organizational psychology, 2. Express how the theories and research in I-O Psychology can be applied to help solve work-related problems, 3. Discuss the complex issues facing I-O Psychology today and how these issues affect workers, organizations, and society, and 4. Demonstrate new understanding and tools in I-O Psychology through field work and projects in specialized areas.
Value Objectives:	At the end of the semester, the students will be able to: 1. Recognize the importance and contributions of empirical evidence in the development of current understanding of Industrial-Organizational Psychology, 2. Demonstrate critical analysis and reflection by challenging current theories and concepts in the study of workers and their interactions with industry and business, and 3. Exhibit professional and ethical behavior in the design and presentation of projects in specialized areas.

GRADUATE ATTRIBUTES:

COLLEGE OF SCIENCE GRADUATE ATTRIBUTES	LEVEL OF FOCUS (3=Major, 2=Minor, 1=Minimal, 0=No Focus)	ACTIVITIES / ASSESSMENT
1. Functional body of knowledge and skills	3	Demonstrate knowledge of theories and concepts in I-O Psychology through lectures, group reports, and critical incidents analysis.
2. Information literacy	3	Exhibit familiarity with current issues and developments in the field through lectures, assignments, and group reports.

		Display behavioral indicators for continuous learning through increasing quality of group reports and I-O Psychology project presentations.
3. Preparedness for life-long learning	3	Display behavioral indicators for continuous learning through increasing quality of group reports and I-O Psychology project presentations.
4. Logical, critical and creative problem solving skills	3	Engage in active participation during lectures and group reports and exhibit professional presentation abilities and exercise problem solving skills in the I-O Psychology project presentation.
5. Communication abilities	3	Show efficiency in explanations and discussions of the assigned topics in group reports as well as dynamic presentation of projects.
6. Teamwork and collaborative skills	3	Develop and utilize skills to work interdependently with group members in group projects. Show focus towards the accomplishment of tasks assigned while strengthening group cohesion for future tasks.
7. Commitment to Christian values	3	Start and end all sessions with prayers and practice professionalism as well as show utmost respect for all during critiques/evaluation of I-O Psychology projects.
8. Awareness to national concerns and cultural diversity	3	Display awareness of current issues and concerns as well as diversity and individual differences in the discussion of group report topics as well as in the design and presentation of I-O Psychology projects.

COURSE ORGANIZATION:

Unit / Chapter	Specific Objective/s	Content Outline	Activity / Media	No. of Hours
The Practice of Industrial-Organizational Psychology	1. Define the nature and characteristics of Industrial-Organizational Psychology. 2. Establish deep understanding of history of I-O Psychology. 3. Describe problems and challenges as well as propose possible solutions and strategies in I-O Psychology.	1. Nature and Scope of I-O Psychology 2. Overview of the Development of I-O psychology 3. Contemporary Challenges for I-O Psychology 4. Careers in I-O Psychology 5. Practical Problems for I-O Psychologists	Lectures Powerpoint™ and video presentations Group discussions	3

Techniques, Tools, and Tactics in I-O Psychology	1. Understand the requirements, limitations, and methods of psychological research. 2. Compare the experimental method with naturalistic observation, polls, and surveys. 3. Review the basic concepts in descriptive statistics, inferential statistics, and meta-analysis.	1. Introduction to the Research Methods in I-O Psychology 2. Experimental Method 3. Naturalistic Observation Method 4. Surveys and Public Opinion Polls 5. Web-based Research 6. Analyzing Research Data	Mediated lectures Powerpoint™ and video presentations Short topic-focused energizers Group reports and presentations Learner-centered proactive discussions	3
Employee Selection Principles and Techniques	1. Explain the recruitment process and the importance of recruiter characteristics, campus recruiting, and realistic job previews. 2. Understand the selection process and the critical contribution of job and worker analyses. 3. Define job analysis, what it's used for, and how it is conducted. 4. Compare and contrast the techniques for employee selection.	1. The Recruitment Process 2. The Selection Process 3. Job and Work Analysis 4. Biographical Information 5. Interviews 6. References and Letters of Recommendation 7. Assessment Centers	Mediated lectures Powerpoint™ and video presentations Short topic-focused energizers Group reports and presentations Learner-centered proactive discussions	9
Psychological Testing in the Workplace	1. Explain the principles and limitations of psychological testing. 2. Describe the administrative implications of the different types of psychological tests. 3. Identify seven types of psychological tests used in the workplace.	1. Review of the Characteristics of Psychological Tests 2. Review of the Types of Psychological Tests 3. Target Factors to be Measured 4. Problems with Using Psychological Tests	Mediated lectures Powerpoint™ and video presentations Short topic-focused energizers Group reports and presentations Learner-centered proactive discussions	3

Performance Appraisal	1. Define performance appraisal and specify the HR functions affected by it. 2. Explain and provide examples of the approaches to measuring performance. 3. Identify the techniques used to evaluate managerial performance. 4. Understand how to improve the effectiveness of performance appraisal systems and how to best conduct the post-appraisal interview.	1. Objective Performance Appraisal Techniques 2. Subjective / Judgmental Performance Appraisal Techniques 3. Performance Appraisal Methods for Managers 4. Sources of Bias 5. Ways to Improve Performance Appraisals 6. The Post-Appraisal Interview	Mediated lectures Powerpoint™ and video presentations Short topic-focused energizers Group reports and presentations Learner-centered proactive discussions	6
Leadership	1. Explain the approaches, theories, and styles of leadership. 2. Understand the role of power and expectations in leadership. 3. Describe the functions of leadership. 4. Describe the characteristics of successful leaders and management teams. 5. Understand and explain the problems of leaders.	1. The Quality of Modern Leadership 2. Leadership Theories 3. Leadership Styles 4. The Role of Power 5. Leadership Functions 6. Characteristics and Challenges of Successful Leaders	Mediated lectures Powerpoint™ and video presentations Short topic-focused energizers Group reports and presentations Learner-centered proactive discussions	6
Motivation, Job Satisfaction, and Job Involvement	1. Explain the content theories of motivation, including achievement, needs hierarchy, motivator-hygiene, and job-characteristics theories. 2. Explain the process theories of motivation, including expectancy, equity, and goal-setting	1. Content Theories of Motivation 2. Process Theories of Motivation 3. Job Satisfaction and Quality of Work Life 4. Job Satisfaction and Pay 5. Job Involvement and Organizational Commitment	Mediated lectures Powerpoint™ and video presentations Short topic-focused energizers Group reports and presentations Learner-centered proactive discussions	6

	theories. 3. Understand job satisfaction, its measurement, its relationship to job performance, and the mediating effect of personal characteristics. 4. Apply motivation theories to predict the effect of pay equity issues, merit pay, and wage-incentive systems. 5. Compare and contrast job involvement and job commitment.			
Working Conditions	1. Identify what factors are considered to be key elements of physical working conditions. 2. Describe the effects of physical working conditions on satisfaction, productivity, and absenteeism. 3. Explain how social-psychological working conditions relate to the design of the job and its effects on employees. 4. List the advantages and disadvantages of telecommuting. 5. Understand the dynamics of work stress and stress management.	1. Physical Working Conditions 2. Work Schedules 3. Psychological and Social Issues 4. Telecommuting 5. Overview Work Stress	Mediated lectures Powerpoint™ and video presentations Short topic-focused energizers Group reports and presentations Learner-centered proactive discussions	9
Engineering and Consumer Psychology	1. Understand the role and importance of ergonomics and human factors in the workplace. 2. Describe the dynamics and scope of consumer psychology.	1. Introduction to Engineering and Consumer Psychology 2. Time-and-Motion Study, Person-Machine Systems, Workspaces, and Human Factors	Field research Powerpoint™ and Video Presentations Demonstrations Corporate pitch and business sampling	6

	3. Demonstrate applications of the principles and concepts of engineering and consumer psychology. 4. Create or modify products and services that exemplify the tenets of engineering and consumer psychology.	Applications in Engineering Psychology 3. Advertising, Consumer-focused Research, Consumer Behavior, and Consumer Motivation in Consumer Psychology.	Group Critique	

COURSE REFERENCES:

Textbook / Learning Materials	Schultz, D. P. and Schultz, S. E. (2009). Psychology and Work Today: An Introduction to Industrial and Organizational Psychology (10th ed.). New Jersey: Pearson Education, Inc.
References	Aamodt, M. G. (2007). Industrial/Organizational Psychology: An Applied Aprroach (5th ed.). California: Wadsworth Publishing, Inc. Muchinsky, P. (2006). Psychology Applied to Work (8th ed.). California: Wadsworth Publishing, Inc. Riggio, R. E. (2008). Introduction to Industrial-Organizational Psychology (5th ed.).. New Jersey: Prentice Hall. Spector, P. E. (2006). Industrial Organizational Psychology: Research and Practice (4th ed.). New York: John Wiley & Sons.
Extended Readings	http://ustpsychology.weebly.com http://ustpsych.4shared.com http://www.glodyreyes.com http://www.ust.edu.ph http://twitter.com/ustpsych

COURSE POLICIES:

- The 3-unit course focuses on participative discussions that focus on both theoretical foundations and practical applications on required topics in Industrial-Organizational Psychology.

- Regular attendance is required. University and college rules and regulations shall be strictly followed. In case of failure to attend the class session due to unavoidable circumstances, the student is responsible for making up for missed work, activity, and/or examinations.

- Active participation in every session is required and shall be given credit. Participation includes answering questions, supporting or challenging elicited answers and topics, raising questions, and proposing new ideas that challenge the status quo of I-O Psychology.

- *GROUP REPORTS & PROJECTS:* Each section will be divided into 5 **report groups** (i.e., in alphabetical order). Each report group shall be assigned a topic from the course outline. For **project groups,** each section will be divided into 2 groups (i.e., odd and even groups based on class number). The *Odd* project group shall do field research and create a project on Consumer Psychology while the *Even* project group shall do field research and create a project on Engineering Psychology.

Each report group and each project group shall assign 2 leaders – the Manager and the Strategist. The *Manager* must be skilled in verbal communication, charismatic, excellent in delegation, and results-oriented. He/she is responsible for balancing delegating tasks to individual members and motivating the group to work as a team. The *Strategist* must be skilled in written communication, a visionary, and task-oriented. He/she is responsible for balancing idealistic visions of work output and practical implementation of plans to come up with quality reports. The Manager and the Strategist must work together to lead the group members to utilize teamwork at all times with unwavering focus on not only satisfying the requirements but to go above and beyond what is expected to produce excellent work output.

One CD-R (appropriately and professionally labeled) must be submitted by each group on the last session of the semester. The group's CD-R must contain all report materials, presentations, materials, write-ups, videos, and other teaching aides.

  ‣ GROUP REPORTS: All students may be given opportunity to report on the topic assigned to the group (depending on the Manager's and Strategist's plan of action) but professor's questions to each student may include any subtopic given to the student's respective group. Assigned topics must be covered during the allotted time. Assembling and disassembling of multimedia equipment setup shall be limited to 5 minutes each within the session. After 5 minutes of set up, the report must start, whether or not the multimedia presentation is ready. Various teaching/training methods are encouraged to ensure optimum learning and must be carefully chosen and prepared depending on what is most effective for the audience and most

appropriate for the topic. Reporters must perform interdependently with the prepared presentation thus, must be able to utilize other methods to engage participation if equipment breaks down. Photocopy of hand-outs must be given to the class and an original copy to the professor at the start of the session. Hand-outs may be either a detailed outline of the report or a printed presentation (3 slides per page, with blank lines on the right for notes). On the last page of the report, list all your references. Group grade shall be given.

‣ GROUP PROJECT: Each group shall be given 1 hour to present their project with explanations founded on principles and concepts on the assigned topic. The group must be able to pitch their ideas to the audience who shall critique their work and vote on whether or not it is a plausible application of Engineering or Consumer Psychology. On the last page of the project write-up, list all your references. Group grade shall be given.

- For *Engineering Psychology:*
  a. Discuss the theories and concepts of your assigned topic.
  b. Brainstorm on products and services in the Philippine Industry that applied these theories and concepts.
  c. Brainstorm on products and services that fail to apply the principles of engineering psychology.
  d. Choose a product or service that you intend to improve based on engineering psychology principles. You must propose/pitch to possible investors. Note that these hypothetical investors want to see how theories and concepts in engineering psychology are applied in your proposal.
  e. If you choose to modify/improve product, you must have a prototype (physical only, not necessarily functional). If you choose to modify/improve a service, you must have a detailed business plan.
  f. Create a 15-20 page proposal detailing the features, benefits, target market, breakthrough ideas, and other descriptions of your product or service. In discussing these details, include the theories and concepts in engineerin psychology you applied.
  g. Use diagrams, pictures, and 3D models. Creativity is the key to your success.
  h. Create a **front page** that contains your title, name of leaders, name of editor, names of group members, and your section.
  i. Your paper must be **ring-bound** (plastic ring bind) with colored clear plastic as front and back covers. Thus, your front page must be seen through the colored clear plastic covers. Each section must have different plastic covers for this write-up.
  j. For product prototypes and other 3D models, place them in a gift box available in bookstores and department stores, and label the box appropriately.
  k. Use short bond paper (8.5" x 11"). Single spaced. Justified.
  l. Other designs and formatting shall be upon your creativity. Attention to detail must be exhibited.
- For *Consumer Psychology:*
  a. Discuss the theories and concepts of your assigned topic.
  b. Brainstorm on products and services in the Philippine Industry that applied these theories and concepts as well as on products and services that fail to apply the principles of consumer psychology.
  c. Create a product or service that you intend to propose/pitch to possible investors. Note that these hypothetical investors want to see how theories and concepts in consumer psychology are applied in your proposal.

d. If you choose to create product, you must have a prototype (physical only, not necessarily functional). If you choose to create a service, you must have a detailed business plan.

e. Create a 15-20 page proposal detailing the features, benefits, target market, breakthrough ideas, and other descriptions of your product or service. In discussing these details, include the theories and concepts in consumer psychology you applied.

f. Use diagrams, pictures, and 3D models. Creativity is the key to your success.

g. Create a **front page** that contains your title, name of leader, name of editor, names of group members, and your section.

h. Your paper must be **ring-bound** (plastic ring bind) with colored clear plastic as front and back covers. Thus, your front page must be seen through the colored clear plastic covers. Each section must have different plastic covers for this write-up.

i. For product prototypes and other 3D models, place them in a gift box available in bookstores and department stores, and label the box appropriately.

j. Use short bond paper (8.5" x 11"). Single spaced. Justified.

k. Other designs and formatting shall be upon your creativity. Attention to detail must be exhibited.

- Observe critical yet professional and ethical behaviors in all sessions and activities.

- Students must regularly check the ustpsychology.weebly.com website for announcements, news, requirements, and assignments.

- Intellectual property must be respected and academic honesty practiced by acknowledging all sources of information in reports and projects.

Grading System:

Quizzes & Assignments	30%
Group Reports & Participation	20%
Semestral Project on Special Topics	20%
Departmental Examinations	30%

- *Preliminary Exam (15%)*
- *Final Exam (15%)*

PASSING GRADE: **68.5** *(raw score)*