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| <b>Course Code</b>    | HP4107   |
| <b>Course Title</b>   | Industrial and Organisational Psychology in Practice |
| <b>Pre-requisites</b> | HP1000, HP1100                                       |
| <b>No of AUs</b>      | 4  |

### Course Aims

This applied module will introduce students to the theories and practices of Industrial and Organisational Psychology (Occupational Psychology) as applied to individuals at work and to organisations, that are relevant to the practice in both private and public sectors. Students will develop theoretical understanding as well as knowledge of the practical tools and solutions that are applied in the IO practice. The contextual learning helps students understand the consulting cycle and stakeholder engagements unique to the IO practice, which will provide students with a primer to what they may expect in further education and a career in the IO specialisation.

The course will have a strong emphasis on applied skills. Each seminar will be structured such that students are exposed less to the theories of I/O Psychology and more to how they are practiced within organisations. This will include exposure to best guidelines as set by standard-setting bodies, commercial products and solutions commonly used in industry, and case studies to discuss the ethics of psychological societies of different nations.

### Learning Objectives

- Understand the fundamentals of psychological theory relevant for I/O psychologists
- Learn the psychological processes underlying I/O psychology
- Learn to implement I/O psychology interventions
- Improve your ability to work as an I/O psychologist effectively in a variety of contexts
- Build confidence as an I/O psychologist

### Intended Learning Outcomes (ILO)

By the end of this course, you should be able:

- To understand the scope of evidence-based practice and practical considerations in Industrial/ Organisational Psychology in the industry
- To have an overview of the various applications of psychology to the workplace and the outcomes to be delivered to the stakeholders
- To understand ethical and professional issues relevant to product/ service delivery and the consulting cycle

### Course Content

- Introduction to Industrial/ Organisational Psychology
- What IO Psychologists do? Building a career in IO psychology
- Job Analysis and Competency Modelling
- Principles in Psychometrics
- Selection
- Training and Development
- Performance and Motivation
- Surveying
- Wellbeing at Work
- Ergonomics
- Ethics and Specialist Training in IO Psychology

**Assessment (includes both continuous and summative assessment)**

| Component  | ILO Tested | Related Programme LO or Graduate Attributes | Weighting | Team/Individual   |
|--|------------|---|-----------|-------------------|
| 1. Continuous Assessment 1 (CA1): Academic essay | 1, 2, 3,   | *Competence                                 | 20%       | Individual        |
| 2. CA2: Group assignment                         | 1, 2, 3    | *Communication, Creativity & Competence     | 20%       | Team              |
| 3. CA3: Class participation                      | 1, 2, 3    | *Communication, Creativity, Competence      | 20%       | Individual / Team |
| 4. CA4: In class test                            | 1, 2, 3    | *Competence                                 | 40%       | Individual        |
| Total  |            |   | 100%      |                   |

**Formative feedback**

Questions and clarifications will be invited at the start of every lecture and will be addressed in line with the content where appropriate. If a more in-depth response is required, the response to the questions will be posted on Blackboard post the seminar.

You will participate in several hands-on activities during or in between the lectures, and these will be debriefed to give feedback on the purpose of these activities, the key takeaway points, and how it relates to the content covered in the lectures.

Comments on critical concepts that may be particularly difficult to grasp will be posted on Blackboard after every lecture to reiterate the key learning points of each lecture, and to encourage you to reflect on each lecture and relate these to the overall purpose of the course.

Assignment 1: You will receive individual feedback in response to your essays when they are returned to you. A summative group feedback will also be posted on Blackboard.

Group presentations: Each group will receive specific written feedback about their presentations, and summative feedback on the class' presentations in general and common learning points that will benefit the entire class will be posted on Blackboard.

**Learning and Teaching approach**

| Approach     | How does this approach support you in achieving the learning outcomes?   |
|--------------|--|
| Lecture      | Interactive lectures on each topic to introduce you to the relevant concepts, knowledge areas, and practical concerns.                             |
| Presentation | Team based learning – allows students to facilitate discussions, apply theoretical and practical knowledge learnt to real-world problems.          |
| Reflection   | Keeping a reflections log encourages you to participate actively in class, ingrain learnings, and develop a deeper understanding of the scientist- |

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|                     | practitioner model in the practice of I/O.   |
| Hands-on Activities | Team based/ interactive classroom activity – allows you to sample the relevant professional activities described in the lecture, so as to cement your understanding and appreciate the practical application of solutions in the real-world. |

### Reading and References

Work in the 21st Century: An Introduction to Industrial and Organizational Psychology, 4th Edition  
Frank J. Landy, Jeffrey M. Conte

See “planned weekly schedule” for additional readings for each week. Additional readings will be uploaded onto Blackboard each week.

### Course Policies and Student Responsibilities

#### 1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

#### (2) Absenteeism

Participation in in-class activities plays a significant part to your learning. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

#### (3) Assignments

You are required to submit all assignments by the stipulated due dates. No requests for extension of deadlines will be entertained. Assignment submissions will be accepted up to one week past the deadline, but there will be a late penalty incurred for all late submissions.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you

should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

| Week | Topic  | ILO     | Readings/ Activities  |
|------|--|---------|---|
| 1    | Introduction to Industrial/ Organisational Psychology        | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Landy &amp; Conte, 4<sup>th</sup> ed: Chapter 1</li> <li>· <a href="http://careers.bps.org.uk/">http://careers.bps.org.uk/</a></li> <li>· <a href="http://www.apa.org/careers/resource/guides/careers.pdf">http://www.apa.org/careers/resource/guides/careers.pdf</a></li> <li>· <a href="http://www.psychology.org.au/studentHQ/careers-in-psychology/">http://www.psychology.org.au/studentHQ/careers-in-psychology/</a></li> </ul>  |
| 2    | What IO Psychologists do? Building a career in IO psychology | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Blumberg and Pringle (1982). The missing opportunity in organizational research: Some implications for a theory of work performance.</li> <li>· Locke &amp; Latham (2002) Goal setting theory and task motivation</li> <li>· <a href="http://www.siop.org/userfiles/file/siopgeneralbrochure.pdf">http://www.siop.org/userfiles/file/siopgeneralbrochure.pdf</a></li> <li>· <a href="http://www.siop.org/visibilitybrochure/topminds.pdf">http://www.siop.org/visibilitybrochure/topminds.pdf</a></li> </ul> |
| 3    | Job Analysis and Competency Modelling                        | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Landy &amp; Conte, 4<sup>th</sup> ed: Chapter 4</li> <li>· Harvey (1991) Job analysis</li> </ul>   |
| 4    | Principles in Psychometrics                                  | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Landy &amp; Conte, 4<sup>th</sup> ed: Chapter 2 &amp; 3</li> <li>· International Test Commission (ITC) (2000). International Guidelines for Test Use.</li> <li>· Speelman &amp; McGann (2016) Challenges to mean-based analysis in psychology</li> <li>· DeYoung (2010) Personality neuroscience and the biology of traits</li> <li>· Michell (2008) Is psychometrics pathological science?</li> </ul>   |
| 5    | Selection  | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Landy &amp; Conte, 4<sup>th</sup> ed: Chapter 6</li> <li>· Hough &amp; Oswald (2000) Personnel selection</li> <li>· Brown &amp; Barrett (1999) Differences between applicant and non-applicant data</li> <li>· Oh et. al. (2013) Rethinking the validity of interviews for employment decision making</li> <li>· Schmidt et. al. (2016) The validity and utility of selection methods: 100 year update</li> </ul>  |

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|----|---|---------|--|
|    |   |         | <ul style="list-style-type: none"> <li>· <a href="http://www.siop.org/WhitePapers/White%20Paper%20Series%2020112012ApplicantReactions.pdf">http://www.siop.org/WhitePapers/White%20Paper%20Series%2020112012ApplicantReactions.pdf</a></li> </ul>  |
| 6  | Training and Development                        | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Landy &amp; Conte, 4<sup>th</sup> ed: Chapter 7</li> <li>· Scriven's Key Evaluation Checklist</li> <li>· <a href="https://academic.oup.com/eltj/article/64/4/456/390082/Blended-learning">https://academic.oup.com/eltj/article/64/4/456/390082/Blended-learning</a></li> <li>· <a href="http://www.allisonrossett.com/2015/01/13/trending-in-workplace-learning-2015/">http://www.allisonrossett.com/2015/01/13/trending-in-workplace-learning-2015/</a></li> </ul>                                  |
| 7  | Performance and Motivation                      | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Landy &amp; Conte, 4<sup>th</sup> ed: Chapter 4, 5, 8</li> <li>· Pfau &amp; Kay (2002) Does 360 degree feedback negatively affect company performance?</li> </ul>   |
| 8  | Surveying                                       | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Denison &amp; Mishra (1995) Toward a theory of organisational culture and effectiveness</li> <li>· Richard et. al. (2009) Measuring organisational performance: Towards methodological best practice</li> <li>· Ghorpade (2000) Managing five paradoxes of 360 degree feedback</li> </ul>   |
| 9  | Wellbeing at Work                               | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Landy &amp; Conte, 4<sup>th</sup> ed: Chapter 9 &amp; 10</li> <li>· Bliese et. al. (2017) Stress and wellbeing at work</li> <li>· Sparks et. al. (2001) Wellbeing and occupational health in the 21<sup>st</sup> century workplace</li> <li>· <a href="http://www.siop.org/WhitePapers/casehealth.pdf">http://www.siop.org/WhitePapers/casehealth.pdf</a></li> <li>· <a href="http://www.siop.org/WhitePapers/WorkLifeBalance.pdf">http://www.siop.org/WhitePapers/WorkLifeBalance.pdf</a></li> </ul> |
| 10 | Ergonomics                                      | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Wilson (2000) Fundamentals of ergonomics in theory and practice</li> <li>· Stanton et. al. (2010) Is situational awareness all in the mind?</li> </ul>  |
| 11 | Ethics and Specialist Training in IO Psychology | 1, 2, 3 | <ul style="list-style-type: none"> <li>· Hoffman (2015) Independent review relating to APA ethics guidelines, national security interrogations, and torture</li> </ul>   |
| 12 | Group presentations                             | 1, 2, 3 |  |
| 13 | In-class quiz                                   | 1, 2, 3 |  |