I. **COURSE** **TITLE**: Industrial Psychology

**COURSE** **NUMBER**: 1104 **CATALOG** **PREFIX**: PSYC

 II. **PREREQUISITES**: None

Introduction to Psychology is recommended

 III. **CREDIT** **HOURS**: 3 **LECTURE** **HOURS**: 3

**LABORATORY** **HOURS**: **OBSERVATION** **HOURS**:

 IV. **COURSE** **DESCRIPTION**:

This course is designed to give broad overview of the field of industrial psychology.

 V. **GRADING:**

 A = 90 – 100

 B = 80 – 89

 C = 70 – 79

 D = 60 – 69

 F = 0 – 59

VI. **ADOPTED** **TEXT**:

*Psychology and Work Today*

By: Duana P. Schultz, Sydney Ellan Schultz

Pearson Education

Most Recent Edition

ISBN# 0‑205-683-58-4

 VII. **COURSE** **OBJECTIVES**:

OBJECTIVE 1.1

The student will be able to identify cases in which psychological concepts and theories have been successfully and unsuccessfully applied in real world contexts.

OBJECTIVE 1.11

The student will be able to identify the specific problems and control needs for the application of the principles from at least two broad cognitive dissonance, attribution theory, operant conditioning, motivational analysis, etc.

OBJECTIVE 1.12

The student will be able to prepare a plan for inducing change in an individual or an organization which will identify the behavior to be changed, the degree of control needed to implement the plan, the expected outcome of the intervention, and contingency plans to counter expected obstacles to the plan.

OBJECTIVE 1.13

The student will be able to identify those factors which seem to be the primary reasons why applied applications of psychology fail in the workplace.

OBJECTIVE 1.14

The students will acquire basic skills in group problem solving which will allow them to successfully apply these skills in dealing with real world situations.

OBJECTIVE 1.2

The student will be able to identify models and concepts that allow one to interpret psychological situations, to discuss the impact of various types of motivational factors on work performance and behavior, and will be able to identify the antecedents and consequences of frustration in the workplace.

OBJECTIVE 1.3

The student will be able to use descriptive statistics in the analysis of a problem related to an industrial organization.

OBJECTIVE 2.1

The student will be able to discover the ambient and discretionary stimuli that influence his/her behavior in a group to which he/she belongs.

OBJECTIVE 2.11

The student will be able to discuss the impact of ambient and discretionary stimuli on group performance.

OBJECTIVE 2.2

The student will be able to define different types of conflict situations and will be able to determine the type of behavior that will result from that conflict.

OBJECTIVE 2.21

The student will be able to apply both the structural and process model of conflict to an applied setting.

OBJECTIVE 2.22

The student will be able to develop a program for resolving a conflict.

OBJECTIVE 3.1

The student will be able to analyze a system in terms of the potential interactions that exist between different people in the system and between people and the devices employed by that system.

OBJECTIVE 3.2

The student will be able to discover the design features in a device that facilitate and inhibit a person's ability to use that device.

OBJECTIVE 3.3

The student will be able to analyze a communication system in terms of the potential problems and benefits that might result from that system.

OBJECTIVE 3.4

The student will be able to discuss the skills that are necessary for the successful performance of a particular task.

OBJECTIVE 3.5

The student will be able to discuss the factors that relate to effects of stress on human performance.

VIII. **COURSE METHODOLOGY:**

1. Lectures
2. Take home essay tests
3. Outside reading newspapers and online research
4. Small group projects and videos

IX. **COURSE** **OUTLINE**: (Sample)

1. Week

 Introduction to course: The syllabus will be distributed and explained

 Principles, Practices, and Problems

 2. Week

 Techniques, Tools, and Tactics

 How Psychology becomes Organizational psychology

 3. Week

 Employee Selection Principles

 Best Practices in hiring

4. Week

 Psychological Testing

 Strengths and Weaknesses

 Myers Briggs

 5. Week

 Performance Appraisal

 Evaluations and the law

 6. Week

 Training and Development

 Human Capital and its importance to company

 7. Week

 Leadership

 Small Group on “Good to Great”

8. Week

 Motivation

 Job Satisfaction

 The Millennial Factor

9. Week

 Organizing the organization

 Small groups on Organizational charts

10 Week

 Working Conditions

Small Groups: Each develop the 21st century start of the art working environment

11. Week

 Workplace Safety and Health issues

 OSHA rules and regs

 12. Week

 Stress in the Workplace

 Olhms-Raye Stress Test – Small Group Project

 13. Week

 Engineering Psychology

 Logistics

14. Week

 Consumer Psychology

 Outside Readings: Each student will report orally on favorite subject

 15. Week

 Student reports Continued

 16. Week Final Exam

 X. **OTHER** **REQUIRED** **BOOKS, SOFTWARE** **AND** **MATERIALS**:

Handouts to be distributed in class

Supplemental Material

XI. **EVALUATION**:

The student’s grade in this class will be based on three factors: (1) classroom participation, (2) small group projects, and (3) the student's performance on individual tests.

Classroom participation: 10%

This portion of the student's grade will be based on the student's contribution to class discussions, both the quality and quantity of the contribution will be used in evaluation of a student's performance.

SMALL GROUP PROJECTS: 30%

Each student will be a member of a small problem solving group. The performance of that group will determine this portion of the student's overall grade.

INDIVIDUAL TEST PERFORMANCE: 60%

This portion of the student's final grade will be determined by his/her performance on a series of take home essay tests that will be distributed across the semester. There will be approximately 12 take‑home essays.

 XII. **SPECIFIC** **MANAGEMENT** **REQUIREMENTS**:

All work is expected to be completed on time and to be neatly typed or handwritten. Failure to attend a class meeting in which a small group project is given will result in that individual not receiving credit for the small group's work that evening.

CLASS PARTICIPATION

An essential element of this class is the interaction that occurs between members of the class. Each student brings with him/her a body of knowledge and experience that should be shared with the other members of the class. It is this set of experiences that will provide that matrix in which the concepts associated with industrial psychology will be interpreted and given life.

SMALL GROUP PROBLEM SOLVING

It is assumed that the interaction that occurs in the context of the small group problem solving sessions is an important element in a student's learning process. The problems presented in this context will be complex enough that they require the complex solutions that are most likely to occur in a group setting. Your participation is valuable not only to you as an individual but it is also valuable for the other members of your group. If you are not present at a small group session, you will not receive the grade generated by that group.

XIII. **OTHER INFORMATION:**

 FERPA: Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes.

 Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

 DISABILITIES: Students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431.