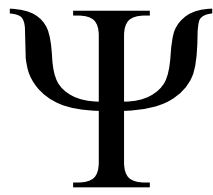


Ysgol Seicoleg
School of Psychology



BSc (Hons) Psychology

Module M5X00911 Occupational Psychology

Module Handbook

Module M5X00911 Occupational Psychology

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

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M5X00911 Occupational Psychology: Module Information

This is a Level 5 module and is intended to cover some of the major theories, debates and areas of research relevant to the field of Occupational Psychology. Seminars will be focused on specific areas of sub-topics that may or may not be explicitly covered in lectures, as well as allowing you to discuss some of the theories and debates with your fellow classmates. Seminars, therefore, are an essential part of your learning for this module.

This handbook clearly sets out the requirements for your individual learning and it is expected that students will engaged in all readings set out for lecture and seminar preparation.

Module Requirements

MODULE CODE:	M5X00911
TITLE:	Occupational Psychology
MODULE LEADER:	Stacey Coleman
LEVEL:	5
SEMESTER:	2
CREDITS:	20

AIM(S)

The aims of this module are to:

- Develop a critical understanding of the ways in which psychological theory and knowledge can be applied to understanding human behaviour in the workplace;
- Specifically explore the ways in which an understanding of individual differences can be applied to predicting behaviour in the workplace; and
- Develop students' self-awareness of key psychological factors in their own future recruitment, selection and success in the workplace.

LEARNING OUTCOMES

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

1. Demonstrate understanding of the range of recruitment and selection methods used in the workplace;
2. Evaluate research evidence for the role of individual differences (e.g., intelligence, personality, leadership style, coping style) in predicting performance at work;
3. Describe the causes and consequences of poor performance in the workplace and evaluate appropriate interventions; and
4. The ability to present work suitable for an academic audience through appropriate media.

Allocations of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning: • Lectures = 20 hours • Seminars = 20 hours	40	20%
Independent learning	160	80%
Total	200	100%

Assessment

Learning Outcomes	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Demonstrate understanding of the range of recruitment and selection methods used in the workplace	Evaluate the psychometric properties of various recruitment and selection methods in the workplace.
2. Evaluate research evidence for the role of individual differences (e.g., intelligence, personality, leadership style, coping style) in predicting performance at work	Synthesise and evaluate empirical data in order to critically discuss the extent to which specific individual differences variables predict performance in the workplace.
3. Describe the causes and consequences of poor performance in the workplace and evaluate appropriate interventions	Identify the causes and consequences of poor performance in the workplace and evaluate research studies reporting the effectiveness of appropriate workplace interventions
4. The ability to present work suitable for an academic audience through appropriate media.	Present work to required conventions using appropriate media.

This module will be assessed through two assessment components, each worth 50% of your overall module mark.

1. Your first assessment will be a 2,500 word essay that will answer a set question directly relevant to the module topic content.
2. Your second assessment will be a 2,000 word applied research report and will focus on tackling an area of relevance to occupational psychology.

Please see the individual Assessment Proformas on the Occupational Psychology Moodle page for specific information regarding the assessment questions, requirements, and submission deadlines.

For this module you must submit both pieces of work for assessment and record a mark for each of the two elements of greater than zero, but to pass the module you required a combined mark of 40% or higher.

Module Core Text and Wider Reading

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall.

(2005 e-book also available via the library website).

Each lecture will come with an essential and a suggested reading guide. Essential reading will be from the Arnold (2011) book above. The suggested wider reading list below also contains good sources of information for your study of this topic. In some cases, suggested readings will be placed on Moodle that may be useful to you for certain topics covered in this module, and also in particular relation to journal articles that may be useful for your assessments.

Wider Reading List

Chamorro-Premuzic, T. (2011). *Personality and Individual Differences* (2nd ed.). Chichester: BPS Blackwell.

Chamorro-Premuzic, T., & Furnham A. (2009). *The Psychology of Personnel Selection*. Cambridge: Cambridge University Press. (E-book also available.)

Furnham, A. (2007). *Personality and intelligence at work: exploring and explaining individual differences at work*. London: Routledge. (E-book also available.)

Hoffman, D. A., & Frese, M. (2011). *Errors in Organisations*. London: Routledge. (E-book also available via library website.)

Matthews G., Davies, D. B., Westerman, S. J., & Stammers, R. B. (2000). *Human Performance: Cognition, stress and individual differences*. Hove: Psychology Press.

Whittingham, R. B. (2004). *The Blame Machine: Why Human Error Causes Accidents*. Oxford: Elsevier Butterworth Heinemann. (E-book also available.)

Example relevant journals

Aviation Psychology and Applied Human Factors

European Journal of Work and Organizational Psychology

Journal of Occupational and Organizational Psychology

Journal of Occupational Health Psychology

Journal of Personnel Psychology

Websites: www.hsl.gov.uk ; www.hse.gov.uk

Lectures and Seminars

This is a Level 5 module and is intended to cover some of the major theories, debates and areas of research relevant to the field of Occupational Psychology. Seminars will be focused on specific areas of sub-topics that may or may not be explicitly covered in lectures, as well as allowing you to discuss some of the theories and debates with your fellow classmates. Seminars, therefore, are an essential part of your learning for this module.

This handbook clearly sets out the requirements for your individual learning and it is expected that students will engaged in all readings set out for lecture and seminar preparation.

Readings

Readings and preparation for this module are set out in the Module Information section of this handbook and are essential. There is one core text that is available in the Townhill library, as well as an online version of the previous edition. Some weeks will required you to engage with a chapter, or a number of chapters, from this book; please ensure you are aware of what is being covered each week and prepare accordingly.

Readings beyond the core text for this module can be found through the University library system. When a reading is not widely available (e.g., a book chapter) it will be made available to you on the module Moodle site. However, journal articles that are freely available through the University system will not be made available on Moodle: at level 5 you are expected to retrieve these for yourself.

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topics discussed in lectures as well as knowledge of the applied application of these to the field of Occupational Psychology. It is suggested that you carry out the essential readings as we go along as this will enhance your understanding of the overall topics. It is often best to consolidate your learning by reading the text again; not only will this help you learn it will give you the information to digest any information provided in the lecture/seminar in your own way.

This module has been structured in such a way that the readings and lectures/seminars are integrated; someone who has prepared by carrying out the reading, attending the lecture and then reviewed the material should develop a good understanding of the material. A student who attends the lecture but does not carry out any of the readings will, in all likelihood, struggle to even understand what is being talked about in the lecture; they certainly will not develop the knowledge that will be required at more advance levels of their degree.

Please note: Lectures will start promptly at 1:05pm on Tuesdays. Late entry will only be permitted at points where the academic staff feel it is appropriate, as it is unfair on students who have arrived on time when their lecture is disrupted by late-attending students. Please note that no materials will be repeated for those arriving late.

At **Level 5** it is expected that the student will demonstrate the following qualities:

- More highly developed ability to complete a variety of written tasks effectively, including discursive essay, reports, and case study presentations.
- Be able to participate orally in a variety of different groups and settings in a confident and articulate fashion.
- Be able to use language with increasing complexity and sophistication.
- Be practised in hypothesis formation and knowledgeable about the means for testing hypotheses.
- Have the capacity to develop a major research interest evolving from the course and to prepare for an involvement with it.
- Be able to apply a range of theoretical models.
- Be able to synthesise theories, concepts and information in relatively novel ways.
- To have become more practised in critically appraising the competing claims of alternative primary and secondary sources.
- A growing ability to manage learning in a self-organised manner with a particular view to the importance of achieving desired outcomes within limited time periods.

The following pages set out the lecture structure for this module. This handbook and the associated Moodle folder should be used to keep track of what is being covered each week and what you are required to do to prepare for lectures and seminars each week.

Module Series Information

Date	Lecture Title	Seminar Topic	Preparation	Time Allocated
Tuesday 30 th Jan	Recruitment and Selection	Research, theory and practice in Occupational Psychology	Ch. 1, 2, 4 & 5	6 hours
Tuesday 6 th Feb	Psychometric testing and individual differences	Evaluation of personality measures	Ch. 3	4 hours
Tuesday 13 th Feb	What makes a good leader?	Critical discussion of 'faking' in self-report measures	Ch. 14 Journal article	4 hours 4 hours
Tuesday 20 th Feb	Work-related stress and addiction	Well-being at work scenarios	Ch. 12	4 hours
Tuesday 27 th Feb	Work addiction	Workaholism carousel	Psychologist article	Lec – 4 hours Seminar prep – 8 hours
Tuesday 6 th March	Attitudes at work	Technology at work – help or hindrance?	Ch. 7 Journal article	4 hours 4 hours
Tuesday 13 th March	Work motivation and job design – student led	Groups and teamwork	Ch. 8 & 9	4 hours reading plus 2 hours prep
Tuesday 20 th March	Organisational change and culture	Designing the perfect workplace	Ch. 16	4 hours
Tuesday 27 th March	Human error	No seminar	Matthews et al., (2000). Ch. 8	4 hours

Easter Break	
Tuesday 24 th April	No teaching – final report drop-in session

Suggested plan for Assessment One: Essay		
Task	What it entails	Time assigned for task
General reading around topic area	Understand the question; key concepts related to the question; major issues related to the question; identify key papers	6 hours
In-depth research of essay topic	Reading key papers; identifying and reading more advanced and contemporary articles	Basic info/ journal articles = 12 hours Advanced journal articles = 8 hours
Writing first draft	Writing basic arguments, structure of essay and main focus	10 hours
Writing second draft	Incorporate more advanced arguments and evidence into the essay	6 hours
Writing final draft	Writing the version that is to be submitted, complete with citations and full reference list	4 hours
Proofread and check	Proofread for structure and errors, check for presentation	4 hours
Total allocated to assessment = 50 hours		

Suggested plan for Assessment Two: Report		
Task	What it entails	Time assigned for task
Group discussion of suitability of potential data collection materials	Group discussions during seminar to be consolidated with further discussions outside of class; materials section to be drafted	Begin in class with additional 6 hours
General reading around topic area	Understand question; key concepts related to the question; identify key papers and empirical research related to the topic	Basic reading = 10 hours Advanced reading = 8 hours
Report first draft	Begin to write main sections of report; Introduction Method Results Discussion	10 hours
Data analysis	Analyse data using multiple regression. Engage with stats book and additional reading of advanced articles to correctly structure and report descriptive and inferential statistics as per APA conventions	6 hours
Report second draft	Finalise results and discussion sections; check for coherence of the report, add abstract.	6 hours
Report final draft	Writing the version that you will submit, complete with citations and a full reference list in APA style	4 hours
Proofread and check	Proofread for structure and errors, check for correct formatting and presentation	4 hours
Total allocated to assessment = 54 hours		

Lecture 1: Recruitment and Selection

In this introductory lecture we will be looking at an overview of the role of the occupational psychologist in the workplace. We will be discussing recruitment and selection; how do employers select a candidate to employ and what are the issues related to different types of selection methods?

We will end the lecture with an overview of your assessments for this module. These will then be discussed with you in greater detail during the seminar.

Key topics introduced in this lecture will include:

- Introduction to Occupational Psychology
- Personnel selection methods – pros and cons
- Design and validation processes in selection

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. **Chapters 1, 2, 4 & 5.**

Seminar 1: Research, Theory and Practice

You will be exploring the types of research methods and tests used within the field of occupational psychology (both qualitative and quantitative). You will be asked to work in groups to consider the best types of designs/methods for the applied research report you will be completing for this module, and will be expected to understand what is expected of you as individuals in the completion of this research report.

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. **Chapter 2.**

Lecture 2: Psychometric Testing and Individual Differences

In this lecture we will focus in depth upon the psychometric measures that are used during the selection process. We will be looking at models of cognitive ability and personality, and touching upon the ways in which intellectual ability can be measured appropriately. We will also be critically discussing the validity and reliability of psychometric testing.

To end the lecture we will be considering the personality traits that we would expect to be present (in high or low levels) in individual in certain occupations.

Key topics introduced in this lecture will include:

- Models of cognitive ability
- Trait views of personality
- Psychometric testing – validity and reliability

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. **Chapter 3.**

Additional Reading:

Chamorro-Premuzic, T., & Furnham A. (2009). *The Psychology of Personnel Selection*. Cambridge: Cambridge University Press. (E-book also available.) **Chapters 6 & 7.**

Furnham, A. (2007). *Personality and intelligence at work: exploring and explaining individual differences at work*. London: Routledge. (E-book also available.) **Chapters 1, 4, 6, 7 & 10.**

Seminar 2: Evaluation of personality measures

The report assessment for this module requires you to evaluate the use of personality measures – you will be expected to start on this during this seminar. You will be provided with a number of psychometric tests and numerous journal articles to peruse in order to determine which one would be the best fit for your specific research question.

Lecture 3: What Makes a Good Leader?

This week we will be discussing transactional, transformational and laissez-faire leadership styles and considering what type of person makes the best leader according to their personality characteristics. You will be working together to consider the ‘pros and cons’ of using personality measures to determine good leadership skills and evaluating the effectiveness of selecting a candidate for a leadership role based on these measures.

Key concepts introduced in this lecture will include:

- Transactional, transformational and laissez-faire leadership
- Personality characteristics of leaders
- Cultural differences
- Criteria of leader effectiveness

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available).

Chapter 14.

Additional Reading:

Chamorro-Premuzic, T., & Furnham A. (2009). *The Psychology of Personnel Selection*. Cambridge: Cambridge University Press. (E-book also available.) **Chapter 11.**

Seminar 3: Critical discussion of ‘faking’ in self-report measures

You are expected to retrieve and read the following article prior to attending this week’s session:

Tett, R.P., Freund, K.A., Christiansen, N.D., Fox, K.E. & Coaster, J. (2012). Faking on self-report emotional intelligence and personality tests: Effects of faking opportunity, cognitive ability, and job type. *Personality and Individual Differences*, 52, 195–201.

You will be engaging in a critical discussion of the issue of ‘faking’ in self-report measures during the scheduled seminar time this week.

Lecture 4: Work-related Stress and Addiction

In this lecture we will be exploring the concept of stress and well-being at work. You will be introduced to models of work stress and will be encouraged to assess how you attempt to manage your own stress.

We will also be considering how stress can begin to impact on our health. We will be exploring the negative influences of stress, but also circumstances in which stress and positive emotions can arise from the same experience.

We will end this lecture with an in-depth look at coping mechanisms and how we attempt to manage stress in general.

Key concepts introduced in this lecture will include:

- Job Demand-Control model (Karasek, 1979)
- Stress and well-being at work
- Consequences of work stress
- The impact of different strategies on well-being at work

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available).

Chapter 12.

Seminar 4: Well-being at work scenarios

During this week's seminars you will be asked to consider how stressful a number of scenarios would be to you, personally. You will be assessing ways in which stress could be decreased in these situations as well and considering how psychological health and well-being can be a benefit in the workplace.

Lecture 5: Work Addiction

In today's lecture we will explore in greater depth the impact of excessive working on the potential development of work addiction, or workaholism. We will discuss the definition of work addiction and will be comparing the core components of work addiction to other behavioural addictions, such as gambling. We will also be looking at the factors that may impact the development of work addiction, as well as those that help to maintain this addiction. We will begin to discuss individual and organisation causes and will further consolidate this in today's seminar.

Key concepts introduced in this lecture will include:

- Defining work addiction
- The concept of excessive working as an addiction
- Individual and organisational causes of work addiction
- Psychological consequences of work addiction

Essential Reading:

Griffiths, M. (2011). Workaholism: A 21st century addiction. *The Psychologist*, 24, 740-744.

Seminar 5: Workaholism Carousel

You will be participating in a 'workaholism carousel' to gather as much information as you can regarding workaholism in this two hour session. There is a list placed on Moodle (under week 6) containing 10 journal articles on the topic of workaholism/work addiction. You are each expected to read at least one article, make notes/comments and use these to inform your peers of what you have learned from that article.

NOTE: you should each try to read a DIFFERENT article (there are plenty that have been suggested!) and you can choose a completely different article that is not listed if you find one that is relevant to this topic.

Lecture 6: Attitudes at Work

This week we will begin to look at how attitudes at work can predict behaviour, and considering an explanation for how attitudes and behaviour are not always consistent. We will be discussing whether satisfaction at work is simply a function of the nature of an individual's work, and what factors can influence job satisfaction. We will end the lecture with an introduction of the ways in which attitudes at work, and other factors, can predict an individual's addiction to their work, including the introduction of working from home and the difficulties faced by some individuals in separating work life from home life. A particular emphasis will be put upon the issues with dependence on media (for example, the ease of email communication via Smartphone).

Key topics introduced this week will include:

- What is an attitude?
- Attitudes and behaviour
- Job satisfaction
- Unemployment
- Negotiation and conflict at work
- Attitudes towards work addiction
- Implications of modern working practices

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available).

Chapter 7.

Seminar 6: Technology at work – help or hindrance?

This week you will be required to critically discuss the following question:

The role of technology at work: Help or hindrance?

A number of references to appropriate articles are available on Moodle. You are expected to read **one of these** prior to the seminar and bring your chosen article with you to discuss with your peers.

Lecture 7: Work Motivation and Job Design

This week the onus is on you! You are expected to engage with the reading set below to present a very brief 10 minute explanation (in pairs/groups) of one of the theories of work motivation or job design. Each group will be expected to take responsibility for one theory/explanation, and a list of group members and topics will be posted on Moodle.

We will then be discussing the strengths and limitations of need theories and why the need for achievement can affect productivity at work.

Key topics covered will include:

- Common-sense approaches to motivation
- Need theories
- Individual differences in motivation
- Intrinsic and extrinsic motivation

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available).

Chapters 8 & 9.

Additional Reading:

Chamorro-Premuzic, T., & Furnham A. (2009). *The Psychology of Personnel Selection*. Cambridge: Cambridge University Press. (E-book also available.) **Chapter 9.**

Seminar 7: Teamwork and groups

During this week's seminar you will be exploring the concept of teamwork and working in groups. We will be specifically looking at decision-making and information-processing that occurs in group situations, and you will discuss the implications of group work in terms of potentially committing to a poor decision.

Lecture 8: Organisational Change and Culture

During this lecture we will be exploring the two main approaches to organisational change and we will be discussing the strengths and weaknesses of each of these approaches. We will also be considering whether increasing change within organisations is a strength or a limitation to the organisation itself and to the individuals who work in them. To end the lecture, we will begin to explore how we define organisational culture and what impact this culture has on working assumptions, values and norms for individuals/employees.

Key topics introduced in this lecture will include:

- Defining organisational change
- Contrasting strengths and limitations of change within organisations
- The impact of organisational culture on values and norms

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available).

Chapter 15.

Seminar 8: Designing the perfect workplace

During this week's seminar you will be discussing whether there is such a thing as the 'perfect workplace'. We will be considering the factors that play a role in making the workplace a pleasant environment and how organisations sometimes struggle to ensure this applies to all employees.

Lecture 9: Human Error

To begin this lecture we will be looking at how computational tools and digital media have become integrated as a natural part of the 21st century workday, and will also be discussing the issues associated with dependence on these tools.

We will then begin to discuss human factors and human error at work, specifically focusing on the ways in which we can define human error, how errors can lead to accidents, and discussing the potential that some individuals are more prone to making errors. We will end the lecture, and the module, with a brief discussion on the ways in which the future of work has been, and will be, changing.

Topics introduced will include:

- Issues with computational tools
- Defining human error
- Exploring the likelihood of accidents as a result of human error

Essential Reading:

Matthews G., Davies, D .B., Westerman, S. J., & Stammers, R. B. (2000). *Human Performance: Cognition, stress and individual differences*. Hove: Psychology Press. **Chapter 8.**

Seminar 9: No seminar!

Lecture 10: final drop in session

There will be no formal lecture or seminar this week but the hours of the lecture (1pm – 3pm) will be made available for students who wish to clarify any last minute points for the report assessment.