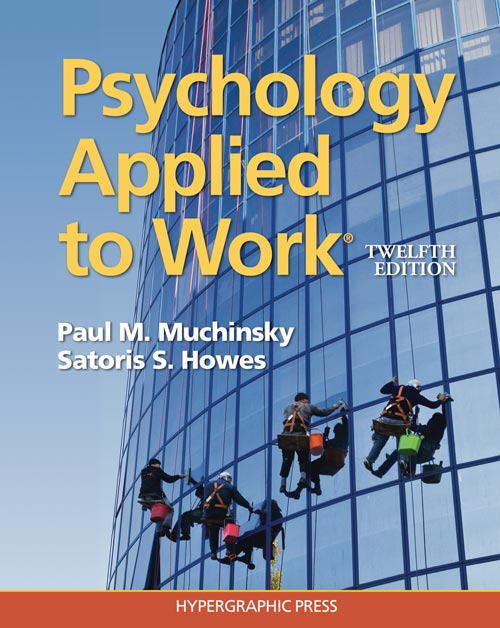
**Student Study Guide**

for

***Psychology Applied to Work®* (12th Edition)**



The **Student Study Guide** is offered to assist in understanding I/O Psychology. It is not intended to be a substitute for reading the textbook.

This study guide offers some overall suggestions for approaching the material as well as some general study tips that span all chapters. In addition, there is a section for each of the 14 chapters that contains the following material:

1. The general overview of that particular chapter with some insight on the key to approaching and better understanding the material in the chapter
2. An exercise that can be conducted to further embellish the text material
3. Five multiple choice questions and answers to check your understanding of the material
4. Three essay questions to further check your understanding of the material

We hope you find this study guide to be a useful supplement to the textbook.

**Overall Suggestions for Approaching the Material**

1. When approaching each chapter, try to find the connection between the material and your own life. Relate the concepts to your workplace, your school situation, and your home life. To the extent that you can make meaningful connections between the material and your own life, you'll be better able to learn it and remember it later.
2. You may want to visit the Society for Industrial and Organizational Psychology (SIOP) website (www.siop.org) and look through the various documents located on the site. In particular, pay close attention to the section of the website devoted to students. There is quite a bit of information to help understand what it is that I/O psychologists do and how they do it. Also realize your ideas of what an I/O psychologist does will become more concrete and better defined as you continue through your I/O psychology course.
3. Use memory aids and study techniques that will work in your favor. Space out your studying rather than cramming everything in the evening before an exam. Think of mnemonic devices (such as acronyms and acrostics) to help you learn information. In the same way that you may have learned the order of operations in math by learning "**P**lease **E**xcuse **M**y **D**ear **A**unt **S**ally" (to represent **P**arentheses, **E**xponents, **M**ultiplication, **D**ivision, **A**ddition, **S**ubtraction), similar techniques can help you retain information about I/O psychology.
4. Many students find flash cards helpful for studying. If you choose to do this, don't stick purely with the main terms that are in red and bold. Also include terms in italics and terms embedded within lists. In addition, when you know material, be sure to remove those flash cards that you know so that you focus on what still needs your attention.
5. We often don't know something really well until we are forced to explain it to somebody else. Form study groups or find a friend who will let you teach them the material from the book. If you can answer their questions and explain it so that they understand, you'll have a better understanding of the material yourself.
6. Lastly, have fun with the content! There is much to enjoy about I/O psychology, the fastest growing occupation!

**Chapter 1: The Historical Background of I/O Psychology**

1. **General Overview of the Chapter**: This opening chapter explains how the field of I/O psychology relates to the field of psychology in general. The largest part of the chapter is devoted to describing the seven historical eras in the evolution of I/O psychology. In addition to the introductory material, the key to understanding this chapter is to focus on the seven eras in terms of their defining influence on the field, especially in terms of key events, activities, and/or people.
2. **Exercise: Applying I/O Psychology to Your Last Job**

The first chapter of your textbook introduces you to the field and history of I/O psychology. If, after reading the chapter, someone asks you what an I/O psychologist does, can you provide a clear answer? If not, you should review the chapter once again. As described in the book, an I/O psychologist may be concerned with a wide variety of organizational issues. Following are some of the things an I/O psychologist might do:

* develop selection tests to help companies select the best-qualified individual for a position
* create performance appraisal systems to assess how workers are performing their jobs
* develop training programs to help workers learn and improve on the job
* conduct job satisfaction surveys to see if workers are satisfied with their jobs
* conduct research to understand problems of turnover, absenteeism, and accidents
* design methods to improve communication between workers and management
* help employees adjust to rapidly changing conditions
* improve productivity by redesigning work
* attempt to reduce work/family conflict among employees

This exercise will make you think about how I/O psychology might be used in the last job you held (or are working at right now). Then, as you continue learning about I/O psychology, you can keep the example of that job in your mind. If you have never held a job, ask a roommate, friend, or family member to help you complete this exercise.

1. Describe the most recent job that you have held (or a job you are working at currently). What types of duties did your job entail?
2. How might an I/O psychologist improve your organization? List at least five factors. For example, if you were not prepared very well when you started your job, you might suggest that an I/O psychologist evaluate how workers are trained. Please be very specific and explain each point.
3. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
4. Division 14 represents I/O psychologists within the American Psychological Association. The abbreviation for this division is called:
5. AGCT
6. SIOP
7. SHRM
8. ASVAB
9. What year witnessed the publication of the scientific journal most representative of I/O psychology (*Journal of Applied Psychology*) and a worldwide influenza outbreak that killed 20 million people?
10. 1917
11. 1924
12. 1940
13. 1962
14. The present stage in the history of I/O psychology is referred to as:
15. government intervention
16. toward specialization
17. the information age
18. technological change
19. A local company decided to give its employees a chance to voice their opinions through the use of a suggestion system. Employees initially appreciated the attention they were being given and the productivity in the plant increased significantly. After a few months, however, the novelty of the suggestion system wore off and employees returned to previous levels of performance. This is an example of:
20. the Doppler effect
21. the Hawthorne effect
22. the Supressor effect
23. the Conundrum effect
24. The main goal of Title VII of the Civil Rights Act of 1964 was to:
25. encourage the use of tests in the selection procedure
26. reduce unfair discrimination against minorities
27. reduce compensation disparities between men and women
28. prohibit age discrimination in the workplace
29. **Essay questions** (check your answers with the material in the chapter)**:**
30. Describe the scientist-practitioner model and the scientist-practitioner gap.
31. Describe the main contributions of each of the founding figures of I/O psychology: Walter Dill Scott, Frederick Taylor, Hugo Münsterberg, and Lillian Gilbreth.
32. Describe the impact of both workforce trends and industry trends on I/O psychology.

**Chapter 2: Research Methods in I/O Psychology**

1. **General Theme of the Chapter**: Chapter 2 is devoted to discussing how I/O psychologists conduct scientific research to address important theoretical and practical issues in the field. The chapter explains primary and secondary research methods, their strengths and weaknesses, and other issues related to conducting research. There is a process or “flow” to I/O psychology research whose understanding is critical.
2. **Exercise: Conducting Research**

The following is a research study related to industrial/organizational psychology. After you read about research methods in your textbook, identify the research method used, independent and dependent variables, and consider how you might improve or expand upon the study that is described.

A researcher wants to understand to what extent the loss of financial resources and an individual’s ability to structure his or her time has on psychological health of people who have lost their jobs. In order to answer this question, 100 recently unemployed managers were asked to complete a questionnaire about financial difficulties, time structure, and psychological health. Twenty of the 100 questionnaires mailed out were returned with usable information.

Research method:

Predictor variables:

Criterion variable:

Problems limiting generalizability of the findings to understanding unemployment:

What other issues relevant to unemployment might the investigator want to study?

1. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
2. The \_\_\_\_\_ approach to research examines knowledge derived from people external to the culture, while the \_\_\_\_\_ approach to research examines knowledge derived from people internal to their own culture:
3. emic, etic
4. etic, emic
5. emic, ethnographic
6. ethnographic, etic
7. If a researcher quantitatively integrated the results of 40 studies on a given topic, then the research method most likely used was:
8. an ethnographic study
9. a quasi-experiment
10. a meta-analysis
11. a qualitative analysis
12. Which of the following is not true of a laboratory experiment?

The researcher has a low degree of control over the conduct of the study

Researcher randomly assigns participants into various treatment conditions

A laboratory setting must mirror conditions found in the natural environment

1. The experimenter designs the study to test how certain aspects of an actual environment affect behavior
2. If you believe that full-time students who also work outside of school have a lower GPA than those students who don’t work, which of the following correlations would you expect to find between the variables Number of Hours Worked per Week and GPA?
3. +.05
4. -.02
5. +.78
6. -.50
7. The section of the APA code of ethics pertaining to research was developed to:
8. ensure psychology research obtains the desired results
9. create a list of objectives to evaluate the quality of research
10. protect psychologists from retaliation by disgruntled subjects
11. safeguard the rights of research subjects
12. **Essay questions** (check your answers with the material in the chapter)**:**
13. Identify the 5 steps of the empirical research process
14. Differentiate among the three goals of science: description, prediction, and explanation.
15. What are the strengths and limitations of meta-analysis as a research method?

**Chapter 3: Criteria: Standards for Making Decisions**

1. **General Theme of the Chapter**: Chapter 3 is devoted to explaining how I/O psychologists have identified the critical factors defining employee job performance. The chapter consists of three relatively distinct areas: the concept of criteria, work analysis, and the specification of major job performance criteria. Each of the three areas is equally important.
2. **Exercise: Work Analysis Project**

This exercise gives you the opportunity to conduct a mini work analysis. You will derive your work analytic information from one employee in a job of your choice using the interview method. You should choose to interview an employee who works full-time (or over 20 hours per week) in his or her job, and who has worked in his or her job for at least six months. The interview will most likely take one hour or more. You may want to tape record the interview. You should supplement the data derived from the interview with observational information (e.g., watch the person at work, visit the workplace, or look at samples of the person’s work).

1. O\*NET Job Description: Go to the O\*NET web site and look up the person’s job title. You may have to experiment with different job titles to find a close match.
2. Knowledge, skill, and ability statements: Develop a list of knowledge, skills, and abilities (KSAs) needed to perform the job (include 15-20 KSA statements). Do not just copy the information from the O\*NET. Select the ones you believe are most relevant for the job. Write your KSAs clearly, be to the point, and do not be redundant. After you have written your KSA statements, you will need to meet with your subject one more time. First have your subject review your KSA list for accuracy (have you stated anything that is not correct?) and comprehensiveness (are all major KSAs represented?). Then have your subject rate each KSA on “How often is this KSA used on the job?” (1 = rarely used, 2 = sometimes used, 3 = often used, 4 = very frequently used). This sections of your report, when finished, should include your final list of KSAs and the rating your subject gave each KSA.
3. What I learned from this project: Include information about what you learned from meeting with your subject a second time (e.g., were some of your KSAs stated incorrectly?). Include overall information about whether you found this project to be useful or difficult. Then write one paragraph explaining why work analysis is important to I/O psychology and how the information you collected could be used.
4. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
5. In a research study on predicting successful sales clerks, the number of customers served per hour represents:
6. the conceptual criterion
7. the predictor criterion
8. the actual criterion
9. the dynamic criterion
10. A given company evaluates its three shifts of production workers by recording the number of units produced per 8-hour shift. However, the three shifts have unequal numbers of production workers. In this case, shift productivity is a \_\_\_\_\_ criterion measure.
11. deficient
12. contaminated
13. relevant
14. dynamic
15. Which of the following would not be used as a SME?
16. incumbent
17. subordinate of incumbent
18. supervisor of incumbent
19. work analyst
20. \_\_\_\_\_ is a resource that provides information on a wide variety of occupations, which also includes information on market conditions, compensation levels for various jobs, and career assessment instruments.
21. O\*NET
22. SME
23. FJA
24. PAQ
25. A \_\_\_\_\_ identifies key attributes that can be generally applied across all jobs.
26. job evaluation
27. managerial analysis
28. competency model
29. worker-oriented procedures
30. **Essay questions** (check your answers with the material in the chapter)**:**
31. Describe the three types of SMEs often used for collecting work analytic information
32. Describe the major uses of work analytic information.
33. Explain how the criterion of sales would be limited to a few jobs within an organization, but the criterion of adaptive behavior could apply to many jobs within an organization.

**Chapter 4: Predictors: Psychological Assessments**

1. **General Theme of the Chapter**: Chapter 4 is devoted to a singular theme – a discussion of the various means by which I/O psychologists make predictions about the future work performance of candidates. It is critical to keep clear what each assessment method is trying to measure, when it is used, how accurate it is, and how applicable it is across the full spectrum of jobs.
2. **Exercise: Exploring the Situational Interview**

This exercise requires you to write a situational interview question and to develop a scoring key to evaluate answers to your questions. Upon completion, you will administer the question to two friends or classmates who have not seen your questions. Finally, you will assess their responses.

As background, many employers are now using a type of structured interview known as the situational interview. In a situational interview, applicants are asked predetermined questions that require them to respond to what they would do in a hypothetical situation related to the job of interest. The hypothetical situation usually involves some kind of dilemma or choice of responses.

*A customer comes into the service department to pick up his/her car that was to be repaired. The repair was supposed to have been completed by 9 o’clock, but the car is not yet ready. The customer becomes angry. How would you handle this situation?*

When the situational interview is used, the interviewer must ask every applicant the same list of questions in a standardized manner. A scoring key should also be available to score every applicant’s answer. The response listed at the low end of the scale (1) is supposed to indicate a poor response to the question, whereas the response listed at the high end of the scale (5) is supposed to indicate a good response to the question.

*1 = Tell the customer that high quality service work cannot be rushed. It takes as long as it takes.*

*2 =*

*3= Apologize, tell the customer that you will check with the service manager and find out when it will be ready.*

*4 =*

*5 = Tell the customer he/she has every right to be upset, this is not the way the car dealership does business, and offer the customer free use of a loaner car until the repair work is finalized.*

Now it is your turn to write a situational interview question and to develop a scoring key to evaluate answers to your questions. Upon completion, administer the question to two friends or classmates who have not seen your questions. Finally, assess their responses.

1. Write a situational interview question for the job of your choice. Remember that the question should pose a hypothetical situation that might happen on the job, then it should ask the applicant what he or she would do in that situation.
2. Next, come up with a way to score answers to your questions. Develop a 5-point scale to score responses. On the low end of the scale (1), write what you feel would be a poor answer to the question. On the high end of the scale (5), write what you feel would be a very good or optimal answer to the question. In the middle of the scale (3), write what you feel would be an average or mediocre answer to the question. You can, but you do not have to, provide sample answers for ratings 2 and 4.
3. Now administer the situational interview question to two different friends or classmates that have not seen it. Make sure to ask the question of each individual in the standardized manner. Make sure to pause without talking to allow the individual to think about his or her answer. You may restate the question if needed. Write down each individual’s response, and then score the answers.
4. What are your impressions of the situational interview? Would you, as a job applicant, like to have your suitability for employment be judged in this manner?
5. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
6. Which of the following statements is true?
7. A test can be valid without being reliable.
8. A test can be reliable without being valid.
9. A test can be neither reliable nor valid
10. Both “B” and “C,” but not “A”
11. “A” and “B” and “C” are true
12. \_\_\_\_\_ validity refers to the impressions by the test taker of the relevance of the test content.
13. Face
14. Content
15. Construct
16. Convergent
17. The “Big 5” theory describes:
18. intelligence
19. personality
20. physical/motor skills
21. mechanical aptitudes
22. One approach to interviewing is to greet the applicant and “go with the flow” and see where you end up. This method often results in different interview questions across applicants for the same position. This approach would be considered:
23. situational
24. behavioral
25. unstructured
26. low-fidelity
27. When selecting a predictor, which of the following standards should be considered?
28. fairness
29. applicability
30. cost
31. validity
32. all of the above
33. **Essay questions** (check your answers with the material in the chapter)**:**
34. Differentiate among the four types of reliability (test-retest, equivalent-form, internal consistency, and inter-rater) as well as the three manifestations of validity (construct, criterion-related, and content).
35. Briefly discuss the logic of situational judgment tests.
36. Why are assessment centers used primarily to assess candidates for upper-level jobs?

**Chapter 5: Personnel Decisions**

1. **General Theme of the Chapter**: Chapter 5 represents the fusion of Chapter 3 on criteria and Chapter 4 on psychological assessments in arriving at the means by which I/ O psychologists make personnel selection and placement decisions. Without any doubt this is the most technical chapter in the book. It contains many scientific terms and concepts. The key to understanding this chapter is to know the meaning of the critical concepts.
2. **Exercise: Understanding Adverse Impact**

Adverse impact refers to when a selection method leads to a disproportionate percentage of members of a given group to be hired compared to another group. Your book describes how to decide if adverse impact is occurring. This exercise will help you assess your understanding of adverse impact.

Assume for this example that you are a human resources director of a large organization. You are interested in assessing whether a certain selection procedure is leading to adverse impact among minorities. With this information in mind, answer the following questions.

1. To assess the adverse impact of the selection procedure, you need to know the selection ratio for minorities and non-minorities. What information would you need to calculate the selection ratio (a) for minorities and (b) for non-minorities?
2. Adverse impact is determined by the 4/5ths rule. Explain this rule.
3. You have collected the following data for the selection procedure you are interested in. 300 non-minorities and 40 minorities applied for a job with your organization. Using your selection procedure, 60 non-minorities and 6 minorities were selected. Based on this information, is there evidence of adverse impact? Write your calculations and reasoning below.
4. If adverse impact is found to exist, what should the employer do?
5. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
6. Which of the following is NOT true of affirmative action?
7. It is included within EEOC guidelines
8. It is a social policy aimed at reducing the effects of prior discrimination
9. It is aimed primarily at the recruitment of new employees
10. It is a requirement under the Civil Rights Act
11. To obtain a job in the warehouse, a company requires female applicants lift a 50-pound package to assess their strength to perform the job. The company does not make male applicants lift this package. This would be an example of:
12. disparate treatment
13. BFOQ
14. disparate impact
15. social validity
16. If your college requires a student to achieve a grade point average of 2.00 (C average) to graduate, that grade point average represents:
17. criterion cut-off
18. validity ratio
19. reliability index
20. predictor cut-off
21. Which of the following is NOT covered by federal discrimination laws?
22. disability
23. sexual orientation
24. color
25. religion
26. If 90% of employees in a given job perform that job at or above the company’s expectations, then 90% represents the:
27. selection ratio for the job
28. base rate for the job
29. banding cut-off
30. predictor cut-off
31. **Essay questions** (check your answers with the material in the chapter)**:**
32. Describe why employment discrimination laws were created.
33. What is validity generalization? Why is it relevant in personnel selection?
34. Differentiate among true positives, true negatives, false positives, and false negatives.

**Chapter 6: Organizational Learning**

1. **General Theme of the Chapter**: Chapter 6 is devoted to explaining why it is necessary for employees to continuously advance and improve their job knowledge and skills, and the means by which that is done. The key to understanding this chapter is to know the issues involved in pre-training, training, and post-training. The three stages are integrated, and are the basis of the why, what, and how of organizational learning.
2. **Exercise: Training Evaluation**

Should a company spend thousands of dollars a year on a training program without trying to assess the effectiveness of the program? Let’s say you get a position following graduation with a company that asks you to evaluate whether or not a particular training program is worthwhile. Would you know where to start? This exercise will help you think through the different components of training evaluation.

Read the following training evaluation problem, then carefully answer the questions that follow. Before beginning, you should be familiar with the four levels of criteria for evaluating training programs.

Training Evaluation Problem

*Product World has recently designed a training program for their employees on crime prevention. Employees will attend a two-hour workshop designed to train them to watch for shoplifters. They will also be taught procedures that should be used when identifying a potential shoplifter. You are called in to help the company evaluate the effectiveness of their training program. You decide to evaluate the crime prevention training program with the four criteria. You are now sitting down to brainstorm how you can best go about doing this.*

Questions:

1. First, describe how and when you will assess reaction criteria. Write at least three questions you would use to assess this level of criteria.
2. Now describe how and when you assess learning criteria. Give some examples of the types of questions you will use to assess this level of criteria.
3. Carefully describe how and when you will assess behavioral criteria.
4. Finally, how will you assess results criteria? What are some aspects of the training program that will have to be documented as expenses? What are some aspects of the training program to document that may result in economic gain?
5. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
6. One characteristic of being an expert is that in your area of expertise you can perform many tasks without much cognitive effort. This characteristic is referred to as:
7. proceduralization
8. knowledge compilation
9. automaticity
10. meta-cognition
11. Which aspect of self-regulatory training requires trainees to actively think about how they are doing and what they can do to improve their efforts?

Evaluation reaction

Self-monitoring

Static learning

Practice behavior

1. Jason is an executive vice-president of the eastern division of company XYZ. He occasionally meets with Rachel, who is an assistant manager in the northern division of XYZ, to provide her with both job-related guidance and psychosocial support. Jason is most likely Rachel’s:
2. special peer
3. executive coach
4. mentor
5. protégé
6. After the training program ends, the trainers ask the trainees what they thought of the program. Did they like it? Are they glad they came? This is an example of the \_\_\_\_\_ level of training evaluation.
7. reaction
8. learning
9. behavioral
10. results
11. A company spends $20,000 on a training program aimed at reducing industrial accidents. After training, the company saves $100,000 in lost time from work among injured employees. This is an example of the \_\_\_\_\_ level of training evaluation
12. reaction
13. behavioral
14. learning
15. results
16. **Essay questions** (check your answers with the material in the chapter)**:**
17. Differentiate among declarative knowledge, knowledge compilation, and procedural knowledge.
18. Describe the three general parts of self-regulatory training.
19. Describe Kirkpatrick's four criteria of training effectiveness.

**Chapter 7: Performance Management**

1. **General Theme of the Chapter**: Chapter 7 is devoted to the issues and methods associated with evaluating employee job performance. The key to understanding this chapter are the reasons why organizations evaluate employee job performance, how the evaluations are conducted, and knowing the issues inherent in judging people’s behavior.
2. **Exercise: How is Performance Evaluated at Your Organization?**

This exercise will give you the opportunity to find out more about performance appraisal in the “real world.” You will be required to interview a human resources director or a manager that conducts performance appraisals of his or her employees. You will ask this individual questions that will help you to understand more about how his or her organization evaluates its employees.

Step 1: Visit an Organization

Identify a local organization that you wish to interview about their performance appraisal system. Call this organization and ask for a human resources director or for a manager. Explain that you would like to learn more about performance appraisal at their organization, and that you would like to schedule an appointment to meet with someone at their organization who conducts performance appraisals with his or her subordinates.

When you meet with an individual from this organization, ask several questions that will help you learn more about performance appraisal at that organization. Following are a few sample questions to get you started.

1. What is your job title? How many individuals do you supervise? What do they do? Do you conduct evaluations with all of them?
2. How often do you conduct performance reviews? In your opinion, is this often enough? Too often? About right?
3. Do you have a standard form that you use to evaluate the job performance of your subordinates? Can I see an example of this form? (If a sample copy is not available for you to review, ask what dimensions of job performance individuals are evaluated on and what type of scale is used.)
4. What do you like about conducting performance appraisals? What do you dislike? Do you see a need for improvement in the performance evaluation procedures or forms used at this organization? Do the employees like the procedures used?

Step 2: Summarize your Findings

Write a 2-page report detailing the information you gathered from your interview. Attach a copy of a performance appraisal form from the organization if they gave you one. Include the name of the individual you interviewed, his or her job title, and the name of the organization. Then describe:

1. The performance appraisal procedures followed in the organization or job you focused on. (e.g., How often is performance appraised? Is there a standard performance appraisal form used to evaluate performance? How long is it, and what dimensions are included on it? What type of rating scale is used?)
2. Advantages and disadvantages of the performance appraisal process used at the organization that you can see or that the individual you interviewed pointed out.
3. Any additional comments and a brief summary of what you feel you learned from doing this exercise.
4. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
5. Performance appraisal is a component of:
6. personnel recruitment
7. performance management
8. placement
9. affirmative action
10. An organization states in its employee handbook that all employees will have their job performance evaluated every year on the anniversary date of their hire. An employee is hired, works for 22 months without ever being formally evaluated, then is fired for alleged “poor job performance.’ The former employee could then sue the organization on the grounds of:

discrimination

negligence

defamation

misrepresentation

1. If your supervisor believes that you are very bright, and based on this assessment, rates you high on other traits (such as conscientiousness, initiative, etc.), then mostly likely he or she is committing which type of error?
2. leniency error
3. acquiesce error
4. central tendency error
5. halo error
6. In a performance appraisal system all employees are rated on a 1 to 10 scale in which 10 equals “excellent” and 1 equals “poor.” This scale is used to rate employees on several dimensions including such aspects as: quality of work, quantity of work, and initiative. This system represents a:
7. graphic rating scale
8. critical incidents
9. forced distribution
10. paired comparison
11. All of the following are true regarding performance appraisal interviews EXCEPT:
12. Typically supervisors are not anxious about the interview with their subordinate.
13. Subordinates are typically nervous going into this interview.
14. A typical objective of the interview is for future planning.
15. It is advisable to have separate interviews for developmental versus administrative purposes.
16. **Essay questions** (check your answers with the material in the chapter)**:**
17. Discuss three ways in which performance management systems can be used for various I/O psychology functions.
18. Describe the major types of rating errors and biases and their impact on evaluations.
19. What are some reasons why many managers evaluate their employees positively?

**Chapter 8: Organizations and Organizational Change and Development**

1. **General Theme of the Chapter**: Chapter 8 begins a discussion of the “O” half of I/O psychology by describing the nature of organizations and the processes associated with changing them. The key to understanding this chapter is to realize that organizations are the means by which work procedures are integrated. The chapter is heavily conceptual and the material can be abstract in nature.
2. **Exercise: Examining Social Systems**

Chapter 8 examines the three main components of social systems: roles, norms, and organizational culture. The text defines roles as “a set of expectations about appropriate behavior in a position,” whereas norms are defined as “a set of shared group expectations about appropriate behavior.” Lastly, culture consists of “languages, values, attitudes, beliefs, and customs of an organization.” As you can see these terms are quite similar. Roles focus on the *individual’s position* (e.g., the role of an employee). Norms pertain to *group* expectations (e.g., employees in a particular department or work area), whereas culture focuses on the *organization* as a whole. By applying this knowledge to the following scenario, you will gain a better appreciation of the distinctiveness, interdependence, and richness of these concepts.

The Social System of Your Organization

Think of a company you work for or have worked for when answering these questions.

1. **ROLES**: as an employee
2. What role expectations does your organization have of you in terms of:
3. acceptable job performance?
4. proper attire to wear to work?
5. arrival and departure time each day?
6. communicating with supervisors?
7. Describe a role episode that helped you learn an aspect of your primary role as an employee.
8. Briefly describe all of the roles you assume in your job (e.g., worker, team leader, liaison to other department).
9. **NORMS**: as it relates to your department
10. What are the norms in your department in relation to:
11. taking a sick day?
12. socializing with the boss?
13. taking lunch, coffee, or bathroom breaks?
14. speed at which employees work?
15. any other norms?
16. Go through your responses to the previous question by predicting what would happen if an employee violated these norms.
17. How do you think the employee’s boss would react?
18. How do you think the rest of the group would react?
19. Do you these reactions would prevent others from violating these norms? Explain.
20. Lastly, go through these norms one more time and determine if they coincide or contradict the organization’s goals. For those norms that go against the objectives of the organizations, can you think of any ways to change these norms to comply with organizational goals?
21. **CULTURE**: of your organization
22. As the text points out “an organization’s culture can often be traced to its founders.” What values/beliefs did your organization’s founder(s) try to instill? Are these still the values, beliefs, and attitudes today?
23. What slogans, ceremonies, rituals, legends, stories, or symbols are present at your organization to communicate “the way we do things around here?”
24. How has senior management tried to shape your organization’s culture (e.g., hiring/firing, training, policies/procedures, communications) to adapt to its environment?
25. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
26. The functional principle is best reflected in which of the following statements?
27. the number of hierarchical levels in a company
28. dividing a company into certain groups (e.g., sales, operations, HR)
29. the number of subordinates per superior
30. all of the above apply to the functional principle
31. Which of the following jobs fall into the technostructure of an organization?
32. secretary
33. executive vice-president
34. sales clerk
35. accountant
36. The ASA cycle refers to:
37. the social processes in companies to enforce norms
38. sustaining a culture in companies through recruiting, hiring, and turnover
39. the process by which roles are communicated, adapted, and reinforced
40. the life-cycle of growth, maturity, and decline of organizations
41. When U.S. manufacturing jobs are eliminated and the work is performed by employees in cheaper labor markets, the lost jobs are said to have been:
42. downsized
43. merged
44. outsourced
45. offshored
46. Suppose a school always has a big bonfire before their annual homecoming football game. That bonfire is part of the school’s:
47. norms
48. rules
49. roles
50. culture
51. **Essay questions** (check your answers with the material in the chapter)**:**
52. Describe classical theory and structural theory. What are the main contributions of each toward our understanding of organizations?
53. Briefly describe the seven parts of an organization according to Mintzberg.
54. Why do organizations need to change, and why is change resisted?

**Chapter 9: Teams and Teamwork**

1. **General Theme of the Chapter**: Chapter 9 is devoted to a relatively new way by which organizations accomplish work – the use of teams of employees. A good way to study this chapter is to remember that teams are a larger configuration than individuals but a smaller configuration than the total organization. They are designed to accomplish work better or faster than individuals can do. However, teams are not inherently superior to individuals.
2. **Exercise: Teamwork**

This exercise requires you to recall as many state capitals as you can remember. To do this exercise you will need to complete the table on the next page. You will have a set amount of time to complete it by yourself. Then do this task again as part of a team. After the exercise is over, be prepared to answer the following questions:

1. How many state capitals did you identify by yourself? \_\_\_\_\_
2. How many state capitals did your team identify? \_\_\_\_\_
3. Based on this exercise, what are the advantages of completing a task as part of a team as compared to by yourself?

State Capitals?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Alabama | Alaska | Arizona | Arkansas | California |
| Colorado | Connecticut | Delaware | Florida | Georgia |
| Hawaii | Idaho | Illinois | Indiana | Iowa |
| Kansas | Kentucky | Louisiana | Maine | Maryland |
| Massachusetts | Michigan | Minnesota | Mississippi | Missouri |
| Montana | Nebraska | Nevada | New Hampshire | New Jersey |
| New Mexico | New York | North Carolina | North Dakota | Ohio |
| Oklahoma | Oregon | Pennsylvania | Rhode Island | South Carolina |
| South Dakota | Tennessee | Texas | Utah | Vermont |
| Virginia | Washington | West Virginia | Wisconsin | Wyoming |

1. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
2. Meso, micro, and macro all are types of :
3. ad hoc team structures
4. levels of analysis
5. stages of team development
6. phases of team decision-making
7. The highest level of commitment is exhibited at which stage of the socialization process:
8. exit
9. divergence
10. entry
11. acceptance
12. What is the most fragile aspect of a team?
13. cohesion
14. conflict
15. trust
16. communication
17. The two basic types of conflict found in teams are:’
18. competitive; cooperative
19. beneficial; competitive
20. beneficial; confrontational
21. competitive; confrontational
22. Which of the following is NOT one of the five stages of team development?
23. Performing
24. Storming
25. Conjoining
26. Norming
27. **Essay questions** (check your answers with the material in the chapter)**:**
28. What does level of analysis refer to? What are the types of levels?
29. Summarize the five-stage model of team development.
30. What are the features of an effective team training program?

**Chapter 10: Affect, Attitudes, and Behavior at Work**

1. **General Theme of the Chapter**: Chapter 10 is the essence of organizational psychology. It offers an explanation of emotions, attitudes, and behaviors that emerge within an organizational context. This chapter presents several explanatory concepts that should be kept clear; each provides a major “building block” for understanding the influence of organizations on individuals. Furthermore, understand how the concepts relate to each other.
2. **Exercise: The Good Soldier**

A major topic in this chapter is **organizational citizenship behavior** (OCB). OCB refers to going beyond job requirements and giving extra to the organization. The text mentions the five dimensions most often associated with OCB: altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. This exercise will help you distinguish among these dimensions as well as illustrating the breadth of OCB. On a blank sheet of paper:

**Part 1: *Write your current or most recent job title then list the top 5 task requirements of this job***. (Keep in mind, this refers to thinks you were **required** to do; they should be listed in the job description.)

**Part 2: *OCB activities.*** Next, think of 5 behaviors that you do or did in this job that were not task requirements, but for the benefit of the organization (e.g., voluntarily joining committees). Then classify each behavior as either: altruism, conscientiousness, courtesy, sportsmanship, or civic virtue.

**Part 3: *Negative job behaviors.*** The text discusses OCB actions that are positive influences on the organization. However, employees can also engage in other behaviors, not listed in their job description, which are detrimental to the organization (e.g., saying disparaging comments about others). In this section, think of at least three examples of negative job behaviors that you have observed in your current or former job.

**Questions:**

* + - 1. When you think about how your job performance was evaluated, were these positive and negative job behaviors mentioned above included in your evaluation? If so, why do you think they were not?
      2. How would you revise your performance evaluation to include these factors?
      3. How much weight should be given to these factors in determining pay raises and promotions?

1. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
2. Jim will never quit his job because he feels a sense of obligation to be loyal to his company, whereas Dana will never leave her job because she will never find another job that pays her so well. This scenario indicates that Jim has high \_\_\_\_\_ organizational commitment, whereas Dana has high \_\_\_\_\_ organizational commitment.
3. normative; continuance
4. continuance; affective
5. affective; normative
6. continuance; normative
7. Informational justice is a type of:
8. procedural justice
9. interpersonal justice
10. distributive justice
11. interactional justice
12. Dominic is a great employee. He never gossips, never complains, and keeps things in a proper perspective. Which organizational citizenship behavior component is Dominic high in?
13. sportsmanship
14. conscientiousness
15. civic virtue
16. altruism
17. A long-term employee with a high level of affective organizational commitment most likely has which type of a psychological contract with his/her employer?
18. transactional
19. continual
20. relational
21. interactional
22. Recently, I had a craving for Taco Bell. I hadn't been in ages, but decided to swing through the drive-thru on my way home. Upon pulling up, I was greeted with the most enthusiastically happy employee I have perhaps ever encountered in a drive-thru setting. I couldn't help but smile at his over-the-top excitement in taking my order, and even though I wasn't in a great mood upon arriving at Taco Bell, I left with a smile. Which of the following best describes this situation?
23. emotional engagement
24. emotional intelligence
25. emotional contagion
26. gas
27. **Essay questions** (check your answers with the material in the chapter)**:**
28. Describe the psychological contract
29. Explain the difference between moods and emotions.
30. Describe the concept of organizational justice and its dimensions.

**Chapter 11: Workplace Psychological Health**

1. **General Theme of the Chapter**: Chapter 11 is devoted to discussing issues pertaining to balancing the work and non-work dimensions of our lives and maintaining our psychological well-being within the workplace. This chapter addresses issues also covered (in part) by the health-care areas of psychology. It involves understanding how work can have a positive or negative influence on our well-being. It is not a highly technical chapter, but the key to understanding it is the interdependence of factors of our lives that influence our psychological well-being.
2. **Exercise: Work-Family Conflict**

The purpose of this exercise is to help you explore the difficulties associated with work-family conflict. Read the following scenario and respond to the questions below.

Brad and Hanna

Brad and Hanna are expecting their third child in a few months. For their first two children, Hanna quit work for five years to raise the kids until they were old enough for preschool. This time off hurt Hanna’s career advancement as a graphic design specialist. Hanna has been working now for around six years and her career once again is about to take off. She is very excited about her career. This pregnancy, however, was not planned. Due to Hanna’s sacrifices, Brad did quite well in his career. Currently, he is a junior partner in a CPA firm and he is favored to get the next senior partner position. If he takes off for an extended period (6 months or more) for this child, he believes the senior partners will see the move as a lack of commitment to the firm. All of the senior partners sacrificed family involvement for their careers, why shouldn’t Brad? Senior partnership means much more money and prestige. Hanna and Brad agree that one of them should take time off to raise the child for at least a year, but who? Hanna feels she’s sacrificed her career already and how it’s Brad’s turn. She wants a chance to be successful in her career. He has had his chance. Brad disagrees. Hanna’s previous sacrifices have gotten him to where he is today. If he makes this sacrifice, he feels Hanna’s sacrifice would be wasted. Therefore, Brad thinks Hanna should stay home with the baby.

Questions:

1. Who should take time off work: Brad or Hanna? Explain
2. Should organizations ask applicants about their family responsibilities or intentions? Should this information be used to screen out applicants that may cause problems?
3. What programs or interventions could organizations adopt to reduce/eliminate the conflicts mentioned in the above scenario?
4. Should organizations care about work-family conflict? Should this really be a concern to a company? Explain the pros and cons.
5. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
6. Which of the following types of work schedules has recently been associated with cancer?
7. part-time
8. flex time
9. shift work
10. compressed work week
11. Taint that is associated with dirty work often remains even after the person no longer performs the work. This is due to the \_\_\_\_\_\_\_ of the stigmatizing mark.
12. motivation
13. stickiness
14. morality
15. latent consequence
16. Which law allows employees 12 weeks off (unpaid) for the birth of a child?
17. Pregnancy Protection Act
18. Equal Employment Opportunity Act
19. Family and Medical Leave Act
20. Newborn Child Workplace Act
21. Amy can start her workday anytime she wishes as long as she is in her office by 11:00 am and works 8 hours before she leaves. This is an example of a:
22. compressed workweek
23. telecommuting agreement
24. shift work schedule
25. flextime arrangement
26. Former drug users have legal protection in terms of employment under the:
27. ADA
28. EAP
29. FSLA
30. Former drug users do not have legal protection in employment
31. **Essay questions** (check your answers with the material in the chapter)**:**
32. Describe five of the nine environmental influences on mental health.
33. Compare and contrast flextime, compressed workweeks, and shift work.
34. What are the intended and unintended consequences of employment?

**Chapter 12: Work Motivation**

1. **General Theme of the Chapter**: Chapter 12 is devoted to presenting various explanations for why people are capable of expending energy in a work-related context. The key to understanding this chapter is to know the various dimensions of motivation, and the four major theories that have been developed to explain it.
2. **Exercise: The Performance-Motivation Relationship**

This chapter addresses the various perspectives and complexities of work motivation. One of the most important points of this chapter is the relationship between performance and motivation. Too often people assume that your performance on a given task is the sole result of your motivation (you did well because you’re a “hard worker” or you did poorly because you’re “lazy”). As the text points out, there are other factors that influence your performance. Your ability to perform a task has a substantial impact on your performance. Situational factors (e.g., time limitations, poor equipment, reward system, leadership effectiveness, co-workers/peers) also influence your performance. Thus, your performance is a result of your ability and your motivation, and the situation in which you find yourself.

After completing this exercise, you should have a better grasp of the complexities in the relationship between performance and motivation.

Situation #1: This Course

At the end of this course you will likely receive a grade. The grade you receive represents your performance. Answer the questions below.

Performance in this course will be affected by:

1. Which abilities are needed to do well in this course?
2. Motivation: Why do you want to do well in this course?
3. What situational factors might affect your grade?

Situation #2: Your Job

Think about your current job or a job you have recently been employed in. Your performance on that job was/will be appraised in some manner (either formally or informally). Answer the questions below.

Job Performance (measured by):

Which abilities are needed to do well on this job?

Motivation: Why do you want to do well in this job?

What situational factors might affect your job performance?

1. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
2. Which component of motivation relates to exerting various levels of effort?
3. choice
4. intensity
5. perseverance
6. direction
7. If a student sets a goal for this semester “to do his/her best,” Goal-Setting Theory would criticize this goal because:
8. it lacks specificity
9. it’s not challenging
10. it’s too difficult
11. it’s too brief
12. According to expectancy theory, motivation is enhanced by outcomes that have high:
13. expectancies
14. valences
15. attainability
16. social popularity
17. Which of the following theories assert the basis for motivation resides more in the environment than in the person?
18. expectancy
19. goal-setting
20. self-regulation
21. work-design
22. All of the following are components of self-regulation theories EXCEPT:
23. people consciously set goals
24. feedback is critical
25. task significance improves employee motivation
26. self-efficacy affects one’s self-confidence
27. **Essay questions** (check your answers with the material in the chapter)**:**
28. Discuss the interaction of motivation, situational factors, and ability in relation to employee performance.
29. Explain how expectancy theory, goal-setting theory, and self-regulation theories are classified as “cognitive” theories of motivation.
30. Explain how work-design theory explains motivation from the perspective of the attributes of the work being performed.

**Chapter 13: Leadership**

1. **General Theme of the Chapter**: Chapter 13 is devoted to explaining the various approaches to the consideration of leadership, and the theories that attempt to explain it. Chapter 13 is heavily conceptual and theoretical. There is a large amount of information to keep clear, and each theory should be understood apart from the others.
2. **Exercise: Leadership and Learning**

This chapter presents numerous theories on leadership. This exercise is designed to help you further understand the similarities and differences among these theories by applying your knowledge of these theories to a situation common to the entire class. The common situation which this exercise refers to is the relationship between a teacher and his/her students, which does have commonalities to the relationship between a leader and his/her followers.

1. In what way(s) can a teacher be considered a leader?
2. A teacher could have at his/her disposal all 5 bases of power identified by French and Raven. Which bases of power do you think are most effective for a teacher to achieve desired outcomes (e.g., students learn, they are interested in course material, they perform well on tests)?
3. When you think of your favorite teacher, would you consider this person a transformational leader? How about an authentic leader? Explain.
4. Apply Leader-Member Exchange Theory to the relationship between a teacher and his/her students.
5. Do you think a teacher’s leadership style should vary based upon: (explain)
6. size of the class (20 vs. 200)?
7. level of the course (freshmen-level vs. senior-level)?
8. course content (organic chemistry vs. introduction to psychology v. poetry)?
9. student ability (remedial section vs. honors section)?
10. If yes, to any or all of the above, what does this tell you about effective leadership?
11. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
12. The development of in-groups and out-groups stems from what theory of motivation?

Power and influence approach

Full range leadership theory

Leader-member exchange theory

Fiedler’s contingency model

1. As a supervisor, Jack tends to focus on rewards and punishments to enact change in his followers. He can best be described as what kind of leader?
2. charismatic
3. transformational
4. transactional
5. authentic
6. If you examine leadership based upon the leader’s personality and integrity, then you are taking a(n) \_\_\_\_\_ approach to studying leadership.
7. behavioral
8. transformational
9. implicit
10. trait
11. Which power base refers specifically to the authority in one’s job title?
12. reward
13. legitimate
14. coercive
15. referent
16. Which of the following types of leaders puts the needs of followers ahead of their own needs?
17. Servant leaders
18. Authentic leaders
19. Transactional leaders
20. Laissez-faire leaders
21. **Essay questions** (check your answers with the material in the chapter)**:**
22. What is the difference between leadership and management?
23. Differentiate the trait, behavioral, and power/influence approaches to leadership.
24. Describe some substitutes for leadership (i.e., when a formal leader might not be necessary).

**Chapter 14: Union/Management Relations**

1. **General Theme of the Chapter**: Chapter 14 is devoted to explaining the issues associated with an organization whose employees are represented by a labor union. This chapter contains many technical terms regarding the formation of a labor union and the ongoing union/management relationship. The terms have precise meaning and should not be confused.
2. **Exercise: Interpreting the Labor Contract**

One issue that is very important to both union and management deals with employee discipline. As the chapter points out, in the section entitled “Disputes over Contract Interpretation,” grievance arbitration is a critical issue in union/management relations. Listed below is an issue often specified in a union/management contract pertaining to discipline.

Policy in the labor contract: *Any employee who is late three times within a three-month period will be suspended for one day without pay. The second time this occurs in a three-month period, the employee will be suspended for one week. The third time it occurs, the employee will be terminated.*

Situation:

Juanita Ramirez has shown up late for work three days in a row. Her supervisor wants to suspend her for one day as specified in the contract. Juanita has contacted the union steward to represent her to grieve this penalty. She knows that she has been late 3 times in a row. However, all three times she has been late by only 5 minutes. Further, Juanita takes the bus to work each day. She takes the first bus the city runs (6:45 a.m.), but the bus doesn’t get her to the company until 7:03 a.m. Thus, by the time she punches in she is 5 minutes late. She cannot afford any other way to get to work. Moreover, she feels the policy is unfair because other employees can show up an hour or more late without any penalty unless it happens three times within a three-month period. Upon further investigation, the company has found many other employees (predominately minority employees) that start work at 7:00 a.m. and take the bus to work have also been 5 minutes late consistently. Juanita’s supervisor was the first to enforce this policy.

Questions:

1. If you were the arbitrator, how would you resolve this issue? What is the basis for your decision?
2. Would you recommend the labor contract be revised to clarify or change this policy? If so, what would you recommend the new policy be?
3. **Multiple-choice Questions** (answers are located at the end of this study guide)**:**
4. The shop steward is:
5. a management employee that meets regularly with the union representatives
6. a union member that is responsible for overseeing union growth in a particular industry (e.g., auto manufacturing)
7. the elected union member that leads the national union
8. a union employee that is the point person for union activity at the given company
9. To have a union election, at least 30% of employees must:
10. sign authorization cards requesting an election
11. have prior experience as union members in previous employment
12. file a grievance of unfair working conditions at the facility
13. not be classified as management or professional employees
14. If a union is viewed by employees as having great power to improve their working conditions and benefits, then it is said that this union has high:
15. ratification
16. authorization
17. instrumentality
18. institutional socialization
19. All of the following are key issues in negotiating the labor contract EXCEPT:
20. contract duration
21. recruitment practices
22. management rights
23. union security
24. If, as an arbitrator, you have to pick either the union proposal or the management proposal, then this type of arbitration is called \_\_\_\_\_ arbitration.
25. compulsory
26. final-offer
27. conventional
28. mandated
29. **Essay questions** (check your answers with the material in the chapter)**:**
30. Describe the process by which a company becomes unionized.
31. Differentiate among mediation, fact-finding, and arbitration.
32. Describe the concept of union instrumentality.

**Answer Keys for Chapter Multiple-Choice Questions**

**Chapter 1 Answer Key**

1. B
2. A
3. C
4. B
5. B

**Chapter 2 Answer Key**

1. B
2. C
3. A
4. D
5. D

**Chapter 3 Answer Key**

1. C
2. B
3. B
4. A
5. C

**Chapter 4 Answer Key**

1. D
2. A
3. B
4. C
5. E

**Chapter 5 Answer Key**

1. D
2. A
3. A
4. B
5. B

**Chapter 6 Answer Key**

1. C
2. B
3. C
4. A
5. D

**Chapter 7 Answer Key**

1. B
2. B
3. D
4. A
5. A

**Chapter 8 Answer Key**

1. B
2. D
3. B
4. D
5. D

**Chapter 9 Answer Key**

1. B
2. D
3. C
4. B
5. C

**Chapter 10 Answer Key**

1. A
2. D
3. A
4. C
5. C

**Chapter 11 Answer Key**

1. C
2. B
3. C
4. D
5. A

**Chapter 12 Answer Key**

1. B
2. A
3. B
4. D
5. C

**Chapter 13 Answer Key**

1. C
2. C
3. D
4. B
5. A

**Chapter 14 Answer Key**

1. D
2. A
3. C
4. B
5. B