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# Using the Instructor’s Manual

The goal of this instructor’s manual and the ancillary package accompanying *Industrial/Organizational Psychology: An Applied Approach* (8<sup>th</sup>) is to provide you with the tools needed to teach your students the basics of I/O Psychology. You will find no better guide to student engagement.

- For those of you who lecture, there are PowerPoint slides to help you present the text material.
- For those of you who want their students to get “hands-on experience,” a workbook containing exercises that can be completed during class or while the student is reading is included with the text at no additional cost.
- For those of you who do all of these things, we have provided step-by-step teaching guides for each chapter that integrate the text material, projects, PowerPoint slides, and the Web to help you teach a dynamic course in I/O psychology.

If this is your first time teaching this course, it is important to keep in mind that it is impossible to lecture on every topic in the book as well as engage the students with demonstrations and activities. For each chapter, select one or two topics that you want to emphasize in class and then use lecture and exercises to get the students to really learn that topic. Most instructors don’t use all the chapters so don’t feel compelled to cover 15 chapters in a semester.

## Step-by-Step Lecture Guides for Each Chapter

A complete PowerPoint presentation for each chapter is available on the instructor’s website. You can use the slides “as is” or make modifications to include your own material. The lecture guides are tied to the slide numbers from the PowerPoint presentations. The following list shows you the icons you’ll find throughout the lecture guides.



### **Student Engagement Exercises**

Every chapter in the text contains a variety of projects to help the students apply the material. You may want to have your students complete these projects as they read, or you may decide to have them complete the projects in class. The ideal place to have students complete each project is indicated in the lecture guide. For the exercises in which there are correct answers, the scoring key is included as a PowerPoint slide. In the lecture guides, exercises involving student writing or individual analysis are denoted with a ✍ and those involving class discussion or group work are denoted with the 😊 symbol.



### **Humor**

When possible, PowerPoint slides containing “Humor Breaks” are included. Examples include crazy job titles, strange interview practices, odd cover letter openings, and inappropriate performance reviews.



### **Web Links**

Many chapters contain Web links to help students get more involved with the material.



### **Test Questions**

For each chapter, the instructor’s manual contains multiple-choice and essay questions to use in constructing exams. These questions are also contained in an electronic Test Bank available to instructors adopting the text.

**Author’s Web Site** [www.cengage.com/psychology.aamodt](http://www.cengage.com/psychology.aamodt)

- Links to information about the Applied Case Studies at the end of each chapter
- Links to updated information for charts in the PowerPoint slides that contain dated material such as annual surveys and employment law statistics

### **Author’s Email**

If you have any questions about any of the PowerPoint Slides, text material, or videos feel free to contact the author directly.


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# Chapter 1 Lecture Guide

## Introduction to I/O Psychology

### Student Engagement Prior to Class

 Have your students complete Exercise 1-2 on *Designing a Study* and remind them to bring their completed exercise to class. As an alternative, you might want to have them complete this exercise in groups at the conclusion of your lecture on research methods.

 Good Internet Sources

- [http://frank.mtsu.edu/~pmccarth/io\\_hist.htm](http://frank.mtsu.edu/~pmccarth/io_hist.htm) An excellent source of information on the history of I/O psychology compiled by Dr. Patrick McCarthy at Middle Tennessee State University.
- <http://www.siop.org/psychatwork.aspx> An excellent source for students to learn more about careers in I/O psychology.
- <http://www.siop.org/ioprograms.aspx> A gateway to graduate programs in I/O psychology

### Lecture Guide

|  | Slide Number | Lecture Notes   |
|--|--------------|---|
|  | <b>1</b>     | <b>Introduction to I/O Psychology</b>                           |
|  | <b>2</b>     | Learning Objectives   |
|  | <b>3</b>     | Review the definition of I/O psychology.                        |
|  | <b>4</b>     | <b>The Field of I/O Psychology</b>                              |
|  | <b>5</b>     | Review the fields of I/O psychology.                            |
|  | <b>6</b>     | Review the employment settings of I/O psychologists.            |
|  | <b>7</b>     | Review how I/O psychology and Business programs differ.         |
|  | <b>8–9</b>   | Review graduate school requirements.                            |
|  | <b>10–12</b> | Review the history of I/O psychology.                           |
|  | <b>13</b>    | <b>Research in I/O Psychology</b>                               |
|  | <b>14</b>    | Review the importance of conducting and understanding research. |
|  | <b>15–17</b> | Review ideas, hypotheses, and theories.                         |
|  | <b>18</b>    | Review how to conduct a literature review.                      |
|  | <b>19</b>    | Review the importance of the research location.                 |
|  | <b>20</b>    | Review the main types of research methods.                      |
|  | <b>21–23</b> | Review independent and dependent variables.                     |

|    |              |   |
|----|--------------|---|
| 😊  | <b>24</b>    | Have your students identify the independent and dependent variables in these two slides.  |
|    | <b>25–28</b> | Review quasi-experiments.   |
|    | <b>29–38</b> | Review survey research.   |
| 😊  | <b>39</b>    | Have your class identify what is wrong with the survey questions in the slide.  |
|    | <b>40–47</b> | Review meta-analysis.   |
| ✍️ | <b>48–50</b> | To practice identifying research methods, have students complete Exercise 1.1. The answers to the exercise are in slides 49–50.   |
|    | <b>51–52</b> | Review sampling methods.  |
| 😊  | <b>53</b>    | Have the students identify the sampling method used in the examples on the slide.   |
|    | <b>54</b>    | Review the process of getting research participants.  |
|    | <b>55</b>    | Review informed consent.  |
| 😊  | <b>56</b>    | Have the class indicate whether informed consent would be needed in the three examples on the slide.                              |
|    | <b>57</b>    | Review the actual running of a study.   |
| 😊  | <b>58</b>    | Have your students get into small groups and design a study using Exercise 1.2.   |
| ✍️ | <b>59–60</b> | Have students apply what they have learned by analyzing the research article from Exercise 1.3. Possible answers are in slide 60. |
|    | <b>61–65</b> | Review the concept of statistical analysis and correlation.   |
|    | <b>66–67</b> | Review ethics in research.  |