IOPS 111 EC

INTRODUCTION TO INDUSTRIAL PSYCHOLOGY

Faculty of Economic and Management Sciences

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North-West University

It all starts here

- Ranked in the top 5% of universities globally by the QS-rankings
- Contributes the second largest number of graduates annually to the labour market

Dit begin alles hier

- As een van die top 5% universiteite wêreldwyd deur die QS-ranglys aangewys
- Lewer jaarliks die tweede meeste graduandi aan die arbeidsmark

Gotlhe go simolola fano

- Re beilwe mo gare ga diyunibesiti tse 5% tse di kwa godimo go ya ka peo ya maemo ya QS
- Ngwaga le ngwaga go abelwa palo ya bobedi ka bogolo ya badiri mo maketeng ya badiri

MODULE CONTENTS

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Module information

Module code	IOPS 111
Module credits	12
Module name	Introduction to industrial psychology
Name of lecturer(s)	
Office telephone	
Email address	
Building and Office nr	
Consulting hours	

Welcome

Welcome to this first module in Industrial Psychology, IOPS111 (12 credits; 120 hours of study). We trust that the knowledge and skills that you will acquire from studying this module will influence your perceptions about yourself and other people positively. People are the most important resource in any business and the management of people is one of the biggest challenges to management. This module attempts to qualify human behaviour in terms of what people think and do, with the ultimate aim of understanding their behaviour.

As an introductory module, IOPS 111 explains what Industrial Psychology entails and where it fits into the broad framework of Psychology in general. Different bases of behaviour will be studied, namely the physiological, cognitive, affective and social. The importance of ethics and research in the field of Industrial Psychology will also be discussed.

This study guide is for use at all three of our campuses, namely the Vaal Triangle, Potchefstroom and Mafikeng campuses. Information relevant to specific campuses can therefore be completed in class, for example, the contact information of lecturers.

Rationale

Industrial Psychology is the science that describes human behaviour in the work context. Insight into the physiological, cognitive, affective, and social bases of behaviour contributes to a better understanding of the behaviour that workers manifest in a specific situation. On the successful completion of this module, you should understand the basics of human behaviour as well the contexts in which behaviour manifests.

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Prerequisites

Since this is an introductory module, it requires no prior knowledge. However, you should be relatively proficient in English and possess the necessary learning skills. You should also be able to complete assignments in accordance with the standard expected of first-year university students.

Study material

Prescribed book

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd. ISBN: 978 0190 421 885

This textbook will be an important basis for your studies in Industrial Psychology and useful not only for the successful completion of this module, but it will remain a relevant source to refer to in the rest of your studies.

How to use this study guide

- Get an overview of the module by scanning the headings and subheadings of each study unit.
- Study the outcomes on both module and study unit level.
- Page through the prescribed study materials for an overview of the contents.
- Now start with Study unit 1 and work your way through it in accordance with the directions provided in the study guide.
- You are required to memorise relevant concepts and definitions and to come to a deep level of understanding of the rest of the contents. Seek examples of how to apply these in practice.
- On completion of a study unit, return to the outcomes to ensure that you have attained each of them.
- Complete all the exercises and check your answers in light of the textbook and the responses of fellow students.
- Go back to the outcomes for a last time and conduct self-evaluation.
- Monitor yourself by referring to the outcomes again.

How to study in general

It is always important not only to learn the theory of any given module, but also to be able to apply in practice what you have learned. In other words, it is not enough to learn **what** something is, you also have to know **how** to use it and **when** to use it. The **how** and **when** find expression in what is called **learning strategies**. The purpose of learning strategies is to help you (i) to understand what you learn and (ii) to remember what you learn – because understanding does not imply remembering! Remembering or memorisation is an awesome endeavour! We all know that you can remember only that much, and no more, and that you are apt to forget rather quickly if you do not learn something again and again. One thus needs strategies that will decrease the volume of work that you have to learn and strategies that help you to remember this smaller volume of work.

We are now going to describe some strategies that can be used in the learning of most subjects. You are strongly advised to practise these strategies by applying them when **studying** each module. Remember that the contents and outcomes specified for every module are indeed crucially important aspects – but the outcomes cannot be attained and neither can the contents be mastered if you do not use the most effective learning strategies or skills!

The strategies or skills that will be explained are reading, identifying the main idea in a paragraph, summarising, text mapping (also called mind mapping or drawing a diagram), and drawing a table.

Reading

If you think of everything that you have to read for this module, for other modules, as well as what you read every day in terms of fiction, newspapers and periodicals, it is indeed a lot of reading you are required to do! To help you "wade through" this pile of reading and become a competent reader, we are going to teach you about different reading techniques.

As a competent reader, you will

- remember important information correctly;
- read efficiently;
- complete a reading task successfully without wasting time and effort;
- select and apply appropriate reading techniques;
- undertake reading tasks with confidence; and
- continuously evaluate whether you actually do understand what you are reading.

There are four reading techniques that you have to acquire to become a competent reader. These are speed reading, skimming, scanning, and study reading.

Speed reading

Speed reading (or extensive reading) is a fast way of reading, without skipping any words and without worrying about words or sentences that you do not understand. Speed reading is used to gain a preliminary understanding of the text before studying it in depth.

Skimming

Skimming is a faster way of reading, because you intentionally skip (or omit) parts of the text that you are reading. The purpose of skimming is to identify the main idea of a text or to find the important main points. Skimming can be used to preview and survey what you have to read and review what you have read.

Preview

With previewing, you look over the material quickly before reading it properly to determine whether it relates to the topic that you are currently studying.

Survey

When surveying, you look over the reading material to obtain an overall picture or mental outline of the text or material that you have to study carefully.

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Review

When skimming to review, you reread the material that you have just studied. You do so quickly, concentrating on the key points and omitting any unimportant material.

Scanning

Scanning is the fastest kind of reading one can do. When scanning, you omit certain parts of the text before you and pay attention only to the specific information in which you have a particular interest, such as the information that you need in order to solve a specific problem or to answer a specific question. All other information is ignored.

Study reading (active reading or reading with comprehension)

Study reading (or intensive reading) is the slowest kind of reading, since when you study read, you have to read very carefully, thoroughly and thoughtfully – stopping frequently to check whether you actually understand and remember what you are reading.

To be a competent reader, you must learn to distinguish between important and less important information, as not all information is equally important. This ability will help you to:

- read better;
- understand better;
- study better;
- write better assignments; and
- write better exams and tests.

To separate important from less important information, you have to develop the skill required to be able to identify main ideas or topic sentences.

Main ideas

A paragraph in a given text is usually made up of two parts: a sentence called the main idea or topic sentence, and the other sentences in the paragraph that contain specific information supporting or developing the sentence containing the main idea. The most common position for the main idea / topic sentence is at the beginning of the paragraph. The topic sentence may, however, also appear as the second or even as a subsequent sentence.

How do you identify this topic sentence, apart from its position in a paragraph? Read the paragraph once, then cover it and try to describe in a single word what it is about. Next, find the first sentence in which this word appears in the paragraph. This is most probably the topic sentence.

You will read more effectively if you identify and think actively about the main ideas of the successive paragraphs, rather than paying attention to fine detail.

Highlighting or underlining main ideas

Kindly note that those of you who underline or highlight important information (words or sentences) in the text, should keep in mind that **only** key words and key sentences should be underlined. You must therefore identify the main idea / topic sentence and underline or highlight only this sentence in the paragraph. A sound measure is to underline or highlight no more than 20% to 25% of a page. Learn to distinguish

between important and less important information and underline or highlight only the important information. Sometimes you will find that you need to underline only one word and not the full sentence!

It is good practice not to underline any information when you read a chapter, etc. for the first time. What may initially seem to be important may not seem so important during the second reading. Once you have underlined or highlighted during the first reading, you cannot undo this should you find that you have been wrong! You must therefore read the paragraph once, find the main idea, and then read it a second time to corroborate your finding. Only now do you highlight or underline.

Summarising by using topic sentences

Once you have identified and underlined the main idea of each paragraph in a given piece of text, such as two or three pages, it is plain sailing to write a summary. You simply combine the topic sentences while you paraphrase them by using your own words that you understand. Remember that the summary must not exceed 25% of the original text and should be written in your own words. Merely copying the first sentences directly from the original text does not constitute a summary, since it gives no indication of whether you actually do understand the text or not! A summary should reflect understanding and the ability to condense and organise.

Text mapping or mind maps

An important study technique or skill that you have to develop is text mapping or the ability to draw mind maps. A text or mind map is like an ordinary map: it gives a visual representation of something that you have read and understood. It indicates the ability to identify important elements, as well as the relationships between these.

Text maps are the final link in the learning chain:

- You read until you understand
- Identify main ideas in order to
- Condense (summarise) what you have read in a
- Format you can remember, and
- then use text mapping as a mechanism or strategy to form an "organiser" for this volume of knowledge that you have acquired.

You learn the text map well and when you recall it during a test or exam, it "awakens" the accompanying information on which it is based. The purpose of text maps is therefore to increase understanding and help you to remember what you have studied.

It is obvious that **text mapping is based on the identification of main ideas**, which identification, in turn, is based on **effective study reading**. Highlighting and underlining are the building blocks of text mapping.

Text or mind maps can be either sequential (describing a number of events in a specific sequence) or linear (describing progression in a straight line from beginning to end – such as the instructions for doing an experiment). They can, however, also express the relationships between concepts by interlinking them into a specific structure of concepts, etc.

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Assessment

In order to be admitted to the end-of-semester examination, you should furnish proof that you have participated in the work done during the course of this module. This proof comes in the form of regular attendance of contact sessions / group meetings, participation in group discussions, completion of assignments, and the writing of tests. Facilitation classes presented by senior students should be attended. These classes enhance understanding of the work through smaller group interaction with peers.

Proof of participation leads to the following:

Participation mark (out of 100)

Your participation mark will consist of marks achieved in class tests, eFundi tests, assignments and group work as well as in the semester test. The _____ (as determined by lecturer) best marks in class tests, assignments and group work will account for 65% of the mark, while the semester test will account for 35%.

Take note: As a bona-fide first year (student for the first time as first year) you need to obtain a subminimum of 35% as participation mark in order to be admitted to the examination. Less than 35% means that you cannot participate in the examination. All other students need to obtain a subminimum of 40% as participation mark to be admitted to the examination.

Examination mark (out of 100)

Take note: You need to obtain a subminimum of 40% to pass the examination. Less than 40% means that you have failed the exams.

Calculation of final module mark:

Participation mark: 50

Examination mark: 50

Final module mark: 100

Take note: You need a subminimum aggregate mark of 50% to pass the module, which implies that with a 35% participation mark, you need to obtain 65% in the examination for an aggregate mark of 50%.

Action verbs

Certain action words or verbs are used in the formulation of all outcomes, assignments, tests, and in the examination papers. Study the following list since it will give you clarity about what is required of you. Ensure that you know what is meant by each verb.

- **Define**

  Give the precise / accurate meaning of the concept. Very often you are required to learn definitions by heart.

  EXAMPLE: Define Industrial Psychology.

- **Describe**

  Say exactly what something is like; give an account of the characteristics or nature of something; explain how something works. No opinion or argument is needed.

  EXAMPLE: Describe the perspectives in Psychology.

- **Discuss**

  Comment on something in your own words. This often requires debating two viewpoints or different possibilities.

  EXAMPLE: Discuss the difference between Psychology and Industrial Psychology.

- **Explain**

  Clarify or give reasons for something, usually in your own words. You must prove that you understand the content. It may be useful to use examples and illustrations.

  EXAMPLE: Explain classical conditioning.

- **Formulate**

  Provide a systematic description of aspects / processes / products, etc.

  EXAMPLE: Formulate the theory of motivation according to Herzberg.

- **Illustrate**

  Draw a diagram or sketch that represents a phenomenon or an idea.

  EXAMPLE: Illustrate how the brain functions.

- **List**

  Simply provide a list of names, facts or items asked for. A particular category or order may be specified.

  EXAMPLE: List the signs of burnout.

- **Name or mention**

  Briefly describe without giving details – very much the same as list.

  EXAMPLE: Name the parts of the cerebral cortex.

- **Analyse**

  Identify parts or elements of a concept and describe them one by one.

  EXAMPLE: Analyse the memory process.

- **Compare / differentiate**

  Point out the similarities (things that are the same) and the differences between objects, ideas or points of view. The word "contrast" can also be used. When you compare two or more objects, you should do so systematically – completing one aspect at a time.

  EXAMPLE: Compare Industrial Psychology with Psychology.

- **Motivate**

  You should give an explanation of the reasons for your statements or views. You should try to convince the reader of your view.

  EXAMPLE: Motivate your part as Industrial Psychologist in an organisation in no more than 200 words.

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- **Apply**

  Put your knowledge of a certain field into practice.

  EXAMPLE: Apply your knowledge about the social basis of behaviour to the work context.

- **Evaluate**

  To evaluate requires an assessment of the value of a particular issue, argument or statement. Certain criteria, principles or life views are used to make value judgements about views, theories, judgements, solutions, methods, etc. A problem should be analysed into different parts or aspects and each aspect or part should be evaluated in light of the chosen criteria.

  EXAMPLE: Use the principles reflected by your life view to decide which approaches to Psychology are acceptable and which are not.

Module outcomes

On completion of this module, the student you should be able to demonstrate:

- Informed knowledge of and insight into the core areas of psychology and industrial psychology.
- Awareness of the career prospects, roles, functions and competencies of registered practitioners.
- The ability to identify and distinguish between physiological factors related to behaviour.
- The ability to identify, analyse and define basic cognitive aspects related to behaviour.
- The ability to select and apply affective and social aspects related to behaviour in order to improve employee adjustment and wellbeing.
- The ability to access and process information related to organisational design, culture and social change with the view to distinguish between these processes that are unique to different work environments.
- Professional and ethical practices in accordance with relevant legislation specifically related to assessment and research.

Module plan and work schedule

(Please note that the following work schedule is based on 120 hours of study, which the average student will need to spend on test and examination preparation and writing.)

Unit	Study Section and Theme		Week	Contact sessions: Dates	Assignment / Test
	Orientation and introduction				
1	**Introduction and history of Industrial Psychology**				
	1.1	Subfields and application of Psychology and Industrial Psychology			
	1.2	Industrial psychology past and present			
	1.3	Schools of thought and paradigms			
2	**The field of Industrial Psychology**				
	2.1	The organisation and its design			
	2.2	Organisational culture and social change			
	2.3:	Assessment, research and ethics in work context			
3	**The physiological basis of behaviour**				
	3.1	Genetics, the environment and the neuron			
	3.2	The nervous system			
	3.3	Sensory and perceptual processes			
4	**The cognitive basis of behaviour**				
	4.1	Productive thinking, memory and language			
	4.2	Intelligence			
	4.3	Problem solving and creativity			
	4.4	Workplace learning			
5	**The affective and social bases of behaviour**				
	5.1	Motivation and emotion			
	5.2	Attitudes and values			
	5.3	Wellbeing and maladjustment			

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Icons

Time	Time allocation	Outcomes	Learning outcomes
Study Material	Study material	Assessment	Assessment / Assignments
Individual Activity	Individual exercise	Group Activity	Group Activity
Example	Example	Reflection	Reflection

Warning against plagiarism

**ASSIGNMENTS ARE INDIVIDUAL TASKS AND NOT GROUP ACTIVITIES.
(UNLESS EXPLICITLY INDICATED AS GROUP ACTIVITIES)**

Copying of text from other learners or from other sources (for instance the study guide, prescribed material or directly from the internet) is **not allowed** – only brief quotations are allowed and then only if indicated as such.

You should **reformulate** existing text and use your **own words** to explain what you have read. It is not acceptable to retype existing text and just acknowledge the source in a footnote – you should be able to relate the idea or concept, without repeating the original author to the letter.

The aim of the assignments is not the reproduction of existing material, but to ascertain whether you have the ability to integrate existing texts, add your own interpretation and/or critique of the texts and offer a creative solution to existing problems.

Be warned: students who submit copied text will obtain a mark of zero for the assignment and disciplinary steps may be taken by the Faculty and/or University. It is also unacceptable to do somebody else's work, to lend your work to them or to make your work available to them to copy – be careful and do not make your work available to anyone!

Plagiarism is a serious offence and you should familiarise yourself with the plagiarism policy of the NWU. http://library.nwu.ac.za/copyright-and-plagiarism

Please refer to the *Policy on Academic Integrity* which is found on the following website: http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2P-2.4.3.2_Academic%20integrity_e.pdf

Study unit 1

INTRODUCTION AND HISTORY OF INDUSTRIAL PSYCHOLOGY

Study section 1.1
Subfields and application of Psychology and Industrial Psychology

Study time

The time scheduled for this study unit is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 1 (pp. 1–25)

Study outcomes

After completing this study section, you must be able to:

- Describe the field of Psychology (by means of a definition), its origins, and its focus;
- List the subfields in Psychology and describe them briefly;
- Differentiate between the registration categories in Psychology;
- Explain the skills, tasks and responsibilities within the field of Industrial Psychology;
- Explain the subfields of Industrial Psychology; and
- Briefly describe the speciality skills and tasks of Industrial Psychologists.

General overview

Have you ever wondered why people behave the way they do? Why do some people evoke anger in others while other people do not? Why does your own mood change from happy to sad in seconds? Have you ever tried to understand your own behaviour, or that of others?

This module will teach you a lot about yourself and about other people. I trust that you are sufficiently interested and motivated to start with the contents of this module.

Individual activity

- Have you ever met a psychologist face to face? How did you react? Why?
- If not, how do you think you would react to meeting one? Why?
- Each of your responses to the above should not exceed 10 words.

Study the following attentively

Originally, Psychology as a field of study dealt with all aspects of a psychological nature in all walks of life, whether individually, in family context, school context, work context, social context, or whatever context may have been applicable. It addressed aspects such as human development, mental disorders of all kinds, learning disorders, emotional disturbances and delinquency. However, with the passing of time specialisation occurred, resulting in a myriad of subdivisions of Psychology, each of which subsequently became a study field in its own right. Educational Psychology deals with all developmental and school-related aspects of a psychological nature, while Industrial Psychology focuses on Psychology in the workplace. Thus, if one wants to understand what Industrial Psychology entails, one really has to start by describing it from the context of Psychology as a whole.

Industrial Psychology obviously focuses on the application of psychological principles in the practice of the place of work, which needs to be delineated and described, since workplaces differ from one profession to the next and from one industry to the next. The nature and location of the place of work, the type of work done there, the number of people employed there, as well as the way in which management treats and controls the workers are only a few variables that might influence the mental health of its workers. Mental health, in turn, will determine whether the workers might suffer from stress or can cope with the job situation.

Since you have now learnt that Industrial Psychology is in actual fact an applied science, the "science" applied being Psychology, we will initiate this study unit by giving a broad perspective of what Psychology as a science encompasses. In other words, we will first learn the theory and then apply it to Industrial Psychology.

Introduction to Psychology

Study *Work Psychology*, pp. 1–25 to find out what Psychology is, where it originated, and what it focuses on. Information about how Industrial Psychology is related to Psychology and what it means is also covered on these pages.

Group activity

Compile a list of subfields in Psychology and briefly give your own explanation for each.

You will find the answers on pp. 6–8.

Study the following attentively

Although a psychologist applies his / her knowledge to different subfields as mentioned, there are only a limited number of categories for which a psychologist can register in South Africa. The registration is regulated by the governing body, namely the Health Professions Council of South Africa (HPCSA). The registration categories can be found within Table 1.1 on p. 5. You can also visit the website of the HPCSA (www.hpcsa.co.za) for more information.

Study *Work psychology,* pp. 10–19 to learn about the many subfields of Industrial Psychology. Also take note of the tasks, responsibilities and specialised skills, tasks, and responsibilities of the industrial psychologist (pp. 20–25).

Assessment

Do the assessment tasks on pp. 41–43 as indicated by your lecturer.

Study section 1.2
Industrial Psychology past and present

Study time

The time scheduled for this study section is approximately 4 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 1 (pp. 27–38)

Study outcomes

After completing this study section, you must be able to:

- Formulate a short overview on the history of Industrial Psychology; and
- Name the training and registration categories.

Study the following attentively

The history and development of Industrial Psychology is closely related to that of Psychology, even though Psychology is a much older science than Industrial Psychology. It is interesting to know that a lot of the development of Industrial Psychology was as a result of the two World Wars. You will learn more about the development both in your textbook and in class. The development in South Africa is related to that in America and Europe. Currently, Industrial Psychology is recognised as a valuable science in the context of work. South Africa has laws and regulating bodies to govern this profession.

One of the major influences in the establishment of industrial psychology was the Hawthorne experiments. The Western Electric Company's Hawthorne Works in Chicago designed illumination studies to determine the relationship between lighting and productivity. Interesting they could not find strong correlations but instead realised the complexity of human behaviour. To learn about these interesting experiments and results you can:

Read more at:

http://www.referenceforbusiness.com/encyclopedia/Gov-Inc/Hawthorne-Experiments.html

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Study material

Study *Work Psychology*, pp. 27–31 to learn about the interesting developments in the field of Industrial Psychology. On pp. 38–39 there is a summary of the registration categories.

Assessment

Do the assessment tasks on pp. 41–43 as indicated by your lecturer.

Please complete the following table and use this summary to study from in order to achieve the first outcome of this study section.

The History and Development of Industrial Psychology		
Phase	**Important people involved**	**Important contributions**
Early influences before the world wars		
World War I		
Between World Wars I and II		
World War II		
Contemporary times (1950s – 1970s)		

Study section 1.3
Schools of thought and paradigms

Study time

The time scheduled for this study section is approximately 4 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 2 (pp. 44–80)

Study outcomes

After completing this study section, you must be able to:

- Analyse and compare the different schools of thought.

Study the following attentively

In Psychology we analyse and study things from a specific paradigm. A paradigm refers to "a pattern or model" and is adopted (borrowed from) from the Greek word *paradeigma*. When people know from which paradigm you are working, it is easier to put thinking and reasoning in the correct perspective. This helps scientists understand one another's fields better.

Study *Work Psychology*, pp. 47–80 to learn about the different psychological schools of thought.

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In order to be able to analyse the different schools of thought it may be helpful to complete the following table:

School of thought	Time frame	Important people involved	Main understanding of this school	Interesting facts
Structuralism	1875–1900	Wundt; Fechner; Titchener	Psychological study of human mind / consciousness. Introspection as method was used.	Introspection is still used today as a method in modern psychology.
Functionalism				
Behaviourism				
Gestalt psychology				
Psycho-analytic				
Humanism				
Cognitive psychology				
Trait psychology				
Biological and evolutionary perspectives				
Positive psychology				
Socio-cultural approach				
The African approach				
Eastern approaches				
An eco-systemic perspective				

Assessment

Do the assessment tasks on pp. 85–87 as indicated by your lecturer.

Study unit 2
THE FIELD OF INDUSTRIAL PSYCHOLOGY

Study section 2.1
The organisation and its design

Study time

The time scheduled for this study section is approximately 5 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 9 (pp. 287–292)

Study outcomes

After completing this study section, you must be able to:

- Distinguish between traditional and contemporary organisational designs; and
- Name, discuss and apply the fundamental characteristics of organisational structure.

Study the following attentively

As people do not work in isolation, it is important to understand how an organisation is structured: Who has what kind of power? Who reports to who? Who makes the decisions? How many employees report to a supervisor?

Study *Work Psychology*, pp. 287–291 to learn about the structure and design of an organisation.

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Individual activity

Create your own fictitious company. What do you have to take into account when you design an organisation – how would you group the people? Consult the textbook pp. 287–291 to help you do your planning.

Assessment

Do the assessment tasks on pp. 317–318 as indicated by your lecturer.

Study section 2.2
Organisational culture and social change

Study time

The time scheduled for this study section is approximately 5 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychol*ogy (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 9 (pp. 311–316)

Study outcomes

After completing this study section, you must be able to:

- Discuss the concept organisational culture;
- Explain how an organisation's culture is formed;
- Discuss the organisational change process;
- Distinguish between structural, technical and behavioural or social change strategies in organisations; and
- Compare the types of social interventions.

Study the following attentively

Have you ever wondered why certain organisations are more formal than others? Organisations often develop their own unique identity and characteristics which guides employees' behaviour and actions – this is known as organisational culture. Organisations also tend to go through changes because of the dynamic world in which we live. Change is important in order for an organisation to remain competitive and viable in a dynamic business environment.

Study *Work Psychology*, pp. 311–312 to learn about organisational culture and how it is formed. Pages 312–313 will give you information about organisational socialisation and the on boarding process. On p. 314–315 the process of organisational change is discussed. To learn about social interventions, consult p. 315–316.

Think about two different organisations and compare the organisational culture of each based on potential observable and unobservable characteristics. Discuss why the identified characteristics are different or similar in terms of organisational culture.

Assessment

Do the assessment tasks on pp. 317–318 as indicated by your lecturer.

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Study section 2.3
Assessment, research and ethics in work context

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 12 (pp. 392–411)

Study outcomes

After completing this study section, you must be able to:

- Name different approaches used in psychological assessment;
- Discuss applications of psychological assessments in the work context;
- Analyse the domains of psychological assessment;
- Compare methods of psychological assessment;
- Apply acquired knowledge of psychological research;
- List the requirements of effective assessment and research; and
- Explain professionalism, ethical codes and legal issues.

Study the following attentively

One of the contributions that Industrial Psychologists make to the work environment is the application of scientific tools to do assessments and research. These tools need to be valid and reliable. It is of the utmost importance that the psychologist should adhere to all ethical and legal requirements in a professional manner.

Study *Work Psychology*, pp. 393–394 to understand the definitions used in psychological assessment. By studying pp. 394–399 to learn about the approaches, applications and methods used in psychological assessment. Pages 400–403 will give you information about the various domains of psychological assessment. To learn about psychological research, consult pp. 404–407. The requirements of effective assessment and research are discussed on pp. 407–408. Professionalism, ethical codes and legal issues are covered on pp. 409–410.

Group activity

Bring a job advertisement to class. In your group, choose one of the advertisements. Determine five competencies (behaviour required to be successful in this job). Discuss how you will assess candidates on these competencies.

Assessment

Do the assessment tasks on pp. 411–412 as indicated by your lecturer.

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Study unit 3
THE PHYSIOLOGICAL BBASIS OF BEHAVIOUR

Study section 3.1
Genetics, the environment and the neuron

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 3 (pp. 88–95)

Study outcomes

After completing this study section, you must be able to:

- Describe the influence of genetics and environment;
- Discuss the implications of hereditary factors in the workplace;
- Illustrate the structure of the neuron;
- Name the types of neurons;
- Formulate the communication process of neurons; and
- Apply knowledge of neurotransmitters.

Study the following attentively

The age-old debate on whether you are born the way you are or whether it is the environment that moulds you in that way is discussed in this unit. Evidence that indicates that genetics influence behaviour is given, but so is evidence pointing towards the influence of the environment on human behaviour.

Neurons are the building blocks of the nervous system and they play an important role in the communication process. Every person is born with more than 100 billion neurons, some of which will die and cannot be replaced. You are not to worry, however, since you will always have enough. An interesting fact is that a single neuron can receive information from up to 100 000 other neurons, then distinguish which information to react to and which to ignore.

Study *Work Psychology*, pp. 89–90 to learn about the influences of both genetics and environment. Information regarding the implications of hereditary factors can be found on pp. 90–92. The structure of the neuron can be studied on p. 93. Types of neurons and the communication thereof are discussed on p. 94 and information on neurotransmitters can be found on pp. 94–95 (including Table 3.2).

Class preparation

Watch the following Youtube video as part of your preparation for class:

http://www.youtube.com/watch?v=bRKbZtpBcgI

Group activity

Form groups of five persons each. Each person in group prepares interesting facts on one of the following and bring the information to class:

- Acetylcholine
- Dopamine
- GABA
- Norepinephrine
- Serotonin

Your group should thus be able to share information on all five neurotransmitters.

Assessment

Do the assessment tasks on pp. 110–111 as indicated by your lecturer.

Study section 3.2
The nervous system

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 3 (pp. 95–106)

Study outcomes

After completing this study section, you must be able to:

- Illustrate the structure of the nervous system;
- Explain the brain and its functions;
- Briefly discuss the endocrine and the cardiovascular systems;
- Briefly describe the respiratory and immune systems; and
- Briefly elaborate on the muscle system.

Study the following attentively

In this unit, we will discuss the nervous system. Although it may seem complicated, you can approach this with confidence as you do not need any previous knowledge of Biology.

Study *Work Psychology*, pp. 95–97 to find an illustration of the nervous system (including Figure 3.5). On pp. 97–99 you can learn about the brain and its functions. Pages 100–106 contains information on the endocrine, cardiovascular, respiratory, immune, and muscle systems.

Some interesting reading can be found at http://www.alaskabraininjury.net/brain-injury-info/types-of-brain-injuries/.

Assessment

Do the assessment tasks on pp. 110–111 as indicated by your lecturer.

Study section 3.3
Sensory and perceptual processes

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). Introduction to work psychology (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 5 (pp. 155–181)

Study outcomes

After completing this study section, you must be able to:

- Define sensation and perception;
- Discuss the sensation process;
- Discuss thresholds, signal detection, subliminal perception, and sensory adaptation as concepts of sensation;
- Explain visual perception by focusing on form, depth and distance, perceptual constancy, perception of movement, perceptual illusions and colour vision;
- Compare factors influencing sensation and perception; and
- Apply knowledge of interpersonal perception.

Reflection

Being aware of your surroundings and then putting it into a certain perspective is an important part of behaviour. This unit will help you to understand the fascinating complexities of sensation and perception. Keep a diary of your sensations and perceptions two days before class. Bring it along to discuss.

Study the following attentively

Study *Work Psychology*, pp. 157–164 to learn about the nature of sensation and other related concepts. Visual perception is explained on pp. 164–171. In order to compare factors influencing sensation and perception, study pp. 171–172. On pp. 172–181 you will find information on interpersonal perception.

Assessment

Do the assessment tasks on pp. 182–184 as indicated by your lecturer.

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Study unit 4
THE COGNITIVE BASIS OF BEHAVIOUR

Study section 4.1
Productive thinking, memory and language

Study time

The time scheduled for this study section is approximately 6 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 6 (pp. 185–194)

Study outcomes

After completing this study section, you must be able to:

- Define the concept meta cognition;
- Discuss productive thinking and concept formation;
- Describe the stages of memory;
- Explain methods to enhance memory;
- Discuss the concept forgetting; and
- Apply acquired knowledge of the concept language.

Study the following attentively

In this unit, we will look at the interesting concept of cognition. Not only do we humans reason / think, but we try to understand information. We also remember things, but some things we forget. Why and how does this happen? Just thinking about these questions serves as an example of the cognitive process.

Study *Work Psychology*, pp. 185–187 to learn about meta cognition, productive thinking, and concept formation. Information on memory can be found on pp. 187–191 – it could be useful for use in your own studies as well. On pp. 191–193, the factors that cause us to forget are discussed. Lastly, the role that language plays in cognition can be studied on pp. 193–194.

Assessment

Do the assessment tasks on pp. 210–212 as indicated by your lecturer.

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Study section 4.2
Intelligence

Study time

The time scheduled for this study section is approximately 6 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 6 (pp. 194–201)

Study outcomes

After completing this study section, you must be able to:

- Define intelligence;
- Discuss approaches to intelligence; and
- Explain the concepts of learning potential, emotional intelligence, contextual intelligence and multiple intelligences.

Study the following attentively

Intelligence is not as simple a concept as it may sound. There are different kinds of intelligence as well as different approaches to intelligence. This unit should give you a clear understanding of what intelligence is.

Study *Work Psychology*, pp. 194–196 to understand what intelligence is. The approaches to intelligence can be found on pp. 196–198 Learn more about different concepts related to intelligence as well as the different forms of intelligence on pp. 198–201.

Group activity

Let's have a discussion in class on the following statement:

GRADES DON'T MEASURE INTELLIGENCE AND AGE DOESN'T DEFINE MATURITY!

Assessment

Do the assessment tasks on pp. 210–212 as indicated by your lecturer.

Study section 4.3
Problem solving and creativity

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 6 (pp. 201–209)

Study outcomes

After completing this study section, you must be able to:

- List the steps of problem solving;
- Discuss problem-solving strategies;
- Define creativity;
- Compare convergent and divergent thinking;
- Explain the creative process;
- Describe characteristics of creative people and managers;
- Discuss how to develop creative potential; and
- Motivate implications for managers.

Study the following attentively

Every day we are faced with problems that need to be solved. In an organisation it is important that the correct steps are followed. In this unit, you will learn about different problem-solving strategies, the creative process and what the implications are for managers.

Study *Work Psychology*, pp. 201–202 to learn about the steps in problem solving. Problem-solving strategies are covered on pp. 202–204. The creative process and characteristics of creative people can be studied on pp. 204–209. To understand the implications for managers, study p. 209.

Here is some interesting information on improving your creative thinking:

http://www.videojug.com/film/how-to-improve-your-creative-thinking

Assessment

Do the assessment tasks on pp. 210–212 as indicated by your lecturer.

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Study section 4.4
Workplace learning

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 7 (pp. 213–247)

Study outcomes

After completing this study section, you must be able to:

- Explain core concepts in workplace learning;
- Discuss approaches to adult learning;
- Name the purposes of workplace learning;
- List and very shortly discuss the steps when conducting workplace learning in a systematic manner;
- Name the importance, goals and principles of the NQF Act (No. 67of 2008); and
- Name the aims of the Skills Development Act (No. 97 of 1998), The Skills Development Levies Act (No. 9 of 1999) and the Skills Development Amendment Acts (No. 31 of 2003 and No. 37 of 2008).

Study the following attentively

Although organisations aim to employ the best possible skilled workforce, people always need to be trained and learn new things. Training adults in a workplace is quite different from training children at school. This unit will explain how to approach adult / workplace learning.

What is your own preferred learning style? (Refer to Table 7.3, p. 222)

Study *Work Psychology*, pp. 214–217 to first learn about important concepts in workplace learning. Approaches to adult learning can be found on pp. 217–223. Very important information on the purposes of workplace learning as well as on how to conduct workplace learning in a systematic manner can be studied on pp. 223–242. Workplace learning in the South African context is covered on pp. 242–247.

Assessment

Do the assessment tasks on pp. 248–249 as indicated by your lecturer.

Study unit 5
THE AFFECTIVE AND SOCIAL BASIS OF BEHAVIOUR

Study section 5.1
Motivation and emotion

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 8 (pp. 250–279)

Study outcomes

After completing this study section, you must be able to:

- Explain the nature of motivation;
- Discuss the theories of motivation and its applications;
- Describe the nature of emotion;
- Compare the theories of emotion; and
- Explain culture and motivation.

Study the following attentively

What motivates you? Why do you think this is the case? What role does emotion play with regard to your motivation and behaviour? All of these questions will be answered in this unit.

Study *Work Psychology*, pp. 251–252 to understand the nature of motivation. Theories of motivation and their application can be found on pp. 252–269. The nature of emotion as well as its theories are described on pp. 271–277. Information on culture and emotion can be found on pp. 278–279.

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In order to be able to discuss the different theories of motivation and its applications, it may be helpful to study the brain chart underneath:

Employee Factors		**Organisational Factors**
Maslow's Hierarchy of Needs		Quality of Work Life
Alderfer's ERG Theory		Herzberg's Two-Factor Theory
McClelland's Needs Theory		

Brought in by the employee	**THEORIES OF MOTIVATION**	**Management-centred theories**
Physiological needs		McGregor's Theory X and Y
Talents, abilities, and motivations		Practical Management Strategies
Personality and values		

People's beliefs		**Facilitating Change**
Expectancy theory		Goal-setting Theory
Equity theory		Behaviour Modification
Self-efficacy theory		
Cognitive evaluation theory		

In order to be able to compare the different theories of emotions it may be helpful to complete the following table:

Physiological Theories	
James-Lange Theory	
Cannon-Bard Theory	
Evolutionary Theories	
Charles Darwin	
Paul MacLean	
Cognitive Appraisal	
Two-Factor Theory (Schachter and Signer)	
Cognitive appraisal (Arnold and Lazarus)	

Assessment

Do the assessment tasks on pp. 279–283 as indicated by your lecturer.

Study section 5.2
Attitudes and values

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 10 (pp. 319–341)

Study outcomes

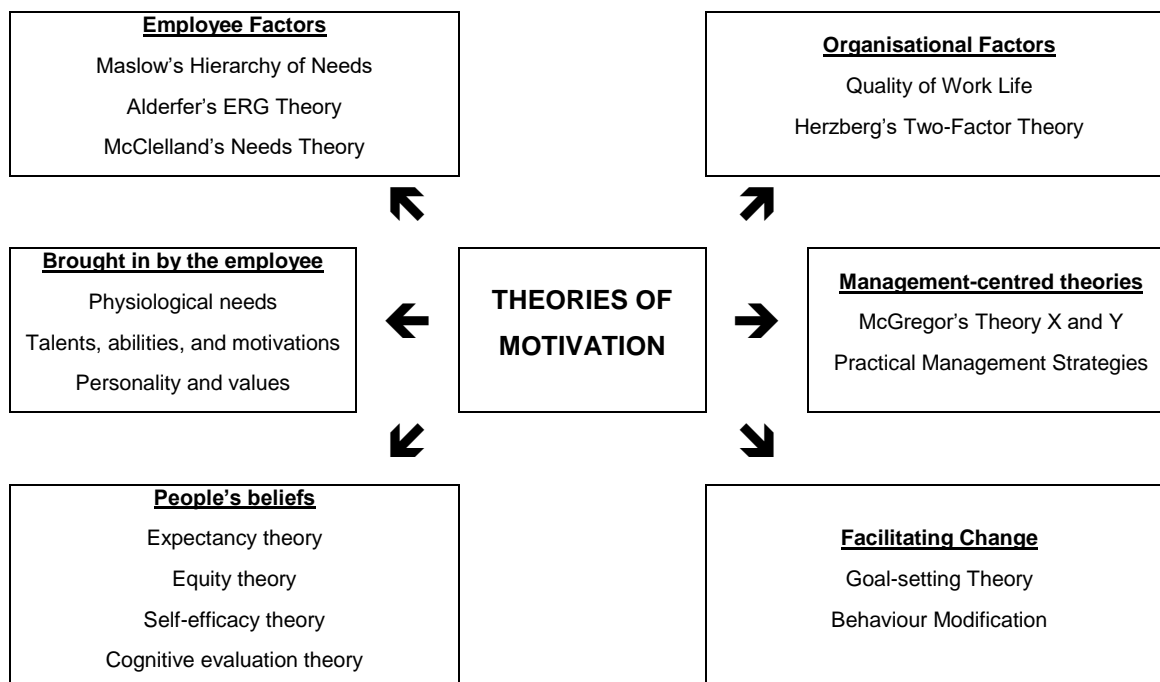**After completing this study section, you must be able to:**

- Explain the nature of attitudes and the change of attitudes;
- Discuss work-related attitudes;
- Compare values as part of personality;
- Describe cultural values in a work context as well as corporate values;
- Define ethical values; and
- Motivate the implications of values and attitudes for the manager.

Study the following attentively

Attitudes and values could be a competitive advantage for an organisation. If, however, attitudes and values are conflicting, they can cause a lot of damage. An example is the question on whether women can do any job a man can do. Another example: Do you think abortion is right or wrong? Learn how attitudes and values impact on the workplace.

Study *Work Psychology*, pp. 320–326 to learn about the nature of attitudes as well as attitude change. Get to understand the important work-related attitudes as described on pp. 326–331. Values as part of personality are discussed on pp. 331–333. Understand cultural values, corporate values, as well as ethical values by studying pp. 336–340. Lastly, you must study p. 341 to learn about the implications of the above for managers.

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Group activity

Case study: Experiential case study on values in team work

What to do:

- Take the VIA character strengths test https:/www.viacharacter.org/.
- Download your own results.
- Compare your results with those of your group members.
- Make a list of the five highest and five lowest strengths of all group members.
- What conflict do you foresee because of these strengths?
- How can the group complement each other because of these strengths?

Assessment

Do the assessment tasks on pp. 342–344 as indicated by your lecturer.

Study section 5.3
Wellbeing and maladjustment

Study time

The time scheduled for this study section is approximately 9 hours.

Study material

Bergh, Z. (Ed.). (2017). *Introduction to work psychology* (2nd ed.). Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Ltd.

Chapter 11 (pp. 345–388)

Study outcomes

After completing this study section, you must be able to:

- Define the concepts work and psychological adjustment, as well as psychological health and maladjustment;
- Discuss the approaches to understanding psychological health;
- Explain the determinants as well as the criteria and classification of psychological health and maladjustment;
- List the various psychological disorders;
- Apply knowledge of work dysfunctions;
- Describe organisational and community health problems; and
- Discuss how to promote and manage employee and organisational wellbeing.

Study the following attentively

Psychological health has a major impact on the individual employee as well as on the organisation. It is therefore important to study psychological wellbeing and maladjustment.

Study *Work Psychology*, pp. 345-350 to understand the concepts relating to psychological health. Pages 351–357 contains information about the different approaches to understanding psychological health. It is very important to understand the determinants and classification of psychological health and maladjustment as can be found on pp. 357–363. Psychological disorders are covered on pp. 366–373. However, you do not have to discuss these disorders, only name. Work dysfunctions are discussed on pp. 374–378 and organisational and community health problems on pp. 378–381. Promoting and managing employee and organisational wellbeing is very important and information on this can be found on pp. 381–388.

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Causes and consequences of work stress:

Mary comes 15 minutes late for work every morning as she has to drop off her child at day care and they are not open earlier. Her colleagues are not happy about the situation. She did make an arrangement with the manager but her colleagues still feels it is unfair to them. They are unfriendly and distant towards her. She decided to rather ask one of her neighbours who's child is going to the same day care to drop off her child as well.

This is how you would group it according to Figure 11.2 (p. 362):

• <u>Work stressor</u>: Personal (family – drop child off)

• <u>Consequence</u>: Work performance (poor work relations with colleagues)

• <u>Moderator/mediator</u>: External support (neighbour who can assist with child)

Now try a few of your own scenarios.

Assessment

Do the assessment tasks on pp. 389–391 as indicated by your lecturer.