

Psychology at Work

AN INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY



by Diane Krumholtz

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Psychology at Work

AN INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

To my family

Like many of you, I have spent a number of years searching for textbooks that meet my teaching needs as well as the learning needs of the students. This text has been carefully designed to blend the best of traditional and current approaches to teaching I/O psychology, with an innovative topic order, unique new features, and a firm foundation of pedagogical soundness.

As in economics classes, where many instructors have strong beliefs about the best sequence for teaching macro and microeconomics, I/O psychology instructors often have strong feelings about the best sequence for teaching the industrial and organizational topics of the course. Traditionally, the industrial topics have been presented first in this course, because they were the initial focus of I/O psychology. Since those early years, the organizational side of I/O psychology has become increasingly important, emphasizing the interaction between these fields. The name change from Industrial Psychology to Industrial/Organizational Psychology in the 1970s reflected this interaction and interdependence. When I started teaching 28 years ago, industrial topics were still receiving the greatest attention in this course. Many texts and course outlines added organizational material as it became more significant, but it was typically added at the end of the text and the course.

Yet in course evaluations and conversations, students often told me that they wished the organizational material had been covered first, because these topics gave them a better overall perspective of organizations and I/O psychology. Many colleagues agreed that these student comments made sense. I tried teaching the organizational topics before the industrial topics for several semesters and I found better student understanding and a better flow of topics. These are some of the reasons that I structured this text to cover the organizational topics directly after the introductory and research methods chapters. I hope you will try this sequence and let me know if you have the same success I have had.

Of course, if you prefer the traditional sequence, the chapters on industrial topics can easily be presented to satisfy that choice. While topics from each chapter do form a foundation for later chapters, there is enough independence so that after the first two foundational chapters, sequencing is more of a preference than a requirement.

Given the importance of integrating research and theory, pedagogical soundness and currency are vital underlying elements of this text. This book has been a wonderful opportunity for me to read and incorporate original and historical source material as well as the most current materials from sources such as *The Industrial/Organizational Psychologist* newsletter site on the World Wide Web and other Internet sources.

I have also put special emphasis on presenting the material in an accessible, logical way so students can get the most out of each chapter's concepts, applications, and features. Each chapter starts with learning objective questions. The question format makes these objectives more interactive for students. The objectives could easily be used as the basis for essay exam questions. At the end of each chapter a list of important points gives students a way to check that they have covered the material in the chapter.

The review questions at the end of each chapter interactively reinforce student learning of the chapter material. Instead of waiting for a classroom test to assess comprehension, students can receive feedback and go back to material that has not been mastered before they take the classroom test. I have found that questions like this also leads to students asking more questions in class. Instead of saying that they don't understand Locke's goal setting theory, for example, it is often easier for them to ask, "Could you explain Question 13?"

The marginal glossary defines important terms as they are encountered in the text. Since students often come to this course with a variety of academic and psychology backgrounds, less-critical terms are italicized and defined in a glossary at the end of the text. Students who have more knowledge of psychology will probably not need to look up the italicized terms. Students with less background will not be left behind as they can quickly locate definitions.

To encourage more personal applications as well as the use of Internet resources, each chapter includes an exercise using the World Wide Web. My students have been using similar exercises for several semesters, and I have received very positive feedback from them. They have even suggested additional sites and exercises! Although all links mentioned are active as this book went to press, it is possible some may change during the life of this edition. If you find an inactive or changed link, please check the book's companion website (<http://www.worthpublishers.com>) for information.

One of the other concerns I often hear from students is the problem of relating abstract concepts to the frame of reference in their workplace. Only a small number of introductory I/O psychology students are going to become industrial/organizational psychologists, work in human resources departments, or become executives; most have worked and will work in very diverse jobs and settings. Therefore, throughout this text, I have discussed a broad sample of jobs and settings, from the traditional to the very nontraditional, including volunteers and students. I have also, at every opportunity, illustrated concepts and theories with a variety of real-life examples, because such concrete examples are often the difference between students just memorizing a concept and really understanding the material. In addition, each chapter includes a *Psychology at Work* case study highlighting a concept or theory from the chapter with a real-world application. The case study also shows students that the concepts and theories discussed in the text can actually be applied in real-life settings.

Recent research shows that many of the principles and concepts of I/O psychology fit much broader applications than we have traditionally used. This text helps students see that work can mean many different jobs and settings, from CEO of a large organization to the volunteer who works at the local library. My hope is that students will find a greater carryover to the different jobs in their work world.

Each semester I have tried to improve my teaching and the materials I use — and I continued my quest for the I/O psychology book that has everything I wanted as well as being interesting to my students. Each semester I added more material from other sources and developed more of my own material. I wrote a study guide for the students based on the text I was using. All these efforts and encouragement from my colleagues and students led to this text, bringing together the best of the traditional and the most recent developments to make a comprehensive yet highly readable text that will enhance the learning process for students and instructors alike.

In addition to helping students to be successful in this course, Worth Publishers and I also want you to be successful as instructors in this course. As well as the supplementary material such as the Internet exercises and the case studies, we have also prepared a text-specific Web site (<http://www.worthpublishers.com/>), a test item file and instructor's manual, and a student study guide.

Writing this text has truly been a labor of love for me, but it would not have been possible without the wonderful help and support of many people:

Catherine Woods, publisher, for her initial interest and belief in this project, and continuing support for making my dreams into reality. I continue to be in awe at how many projects and roles she juggles at the same time without dropping the balls.

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My students, past, present and future. They continue to be a source of intellectual stimulation and challenge. My high scores on job satisfaction and job involvement are in large measure generated by them.

My daughter, Kayde. Not only does she provide relief from work, but she brings joy and a whole different perspective to my work and life. She has shared my deadlines and goals from watching me type on my laptop computer while she took tae kwon do lessons to helping me choose cover designs for the book.

Most of all, to my mentor and friend, Bob Daugherty of Southern Illinois University at Edwardsville. Although his untimely death prevents him from seeing the completion of the path he started me on, his influence remains as strong as ever.

This text is designed as a firm foundation for helping students reach their goals. Whether you are teaching this class for the first time or the 200th time, I hope that this text will interest you and your students and assist both of you in reaching your goals for the class. I believe this is the text many of you have been looking for. I look forward to hearing from you.

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S t u d e n t P r e f a c e

Dear Student,

This textbook was created especially for you. I know your instructor has chosen this text, but you will be spending a lot of time using it during the course.

Many of you are currently working as well as taking classes. For this reason, I have written about a wide variety of work settings from the traditional office to my workspace at home and your jobs as well. Today, research and applications are leading to new and exciting definitions of work. If you go to school full-time and you are getting good grades, is this considered work? If you go to school and work full-time, is school your part-time job? If you are a parent and also work full-time outside the home, do you have, in effect, more than one full-time job?

I have tried, through text material and specific examples, to show you different facets of the changing nature of work. You will find that many of the examples, drawn from actual organizations, may relate to you as a student, but they could equally apply to many other jobs as well. All these examples were carefully chosen to spark insights and ideas about your role in the world of work.

Another way this text brings industrial and organizational psychology to life is by showing how theories and concepts can be applied to everyday work situations. For example, the *Psychology at Work* case study in each chapter provides you with an application of one or more of that chapter's concepts. Students often tell me that applications help them to understand abstract concepts or theories. The case studies also demonstrate that these theories and concepts really work in organizational settings.

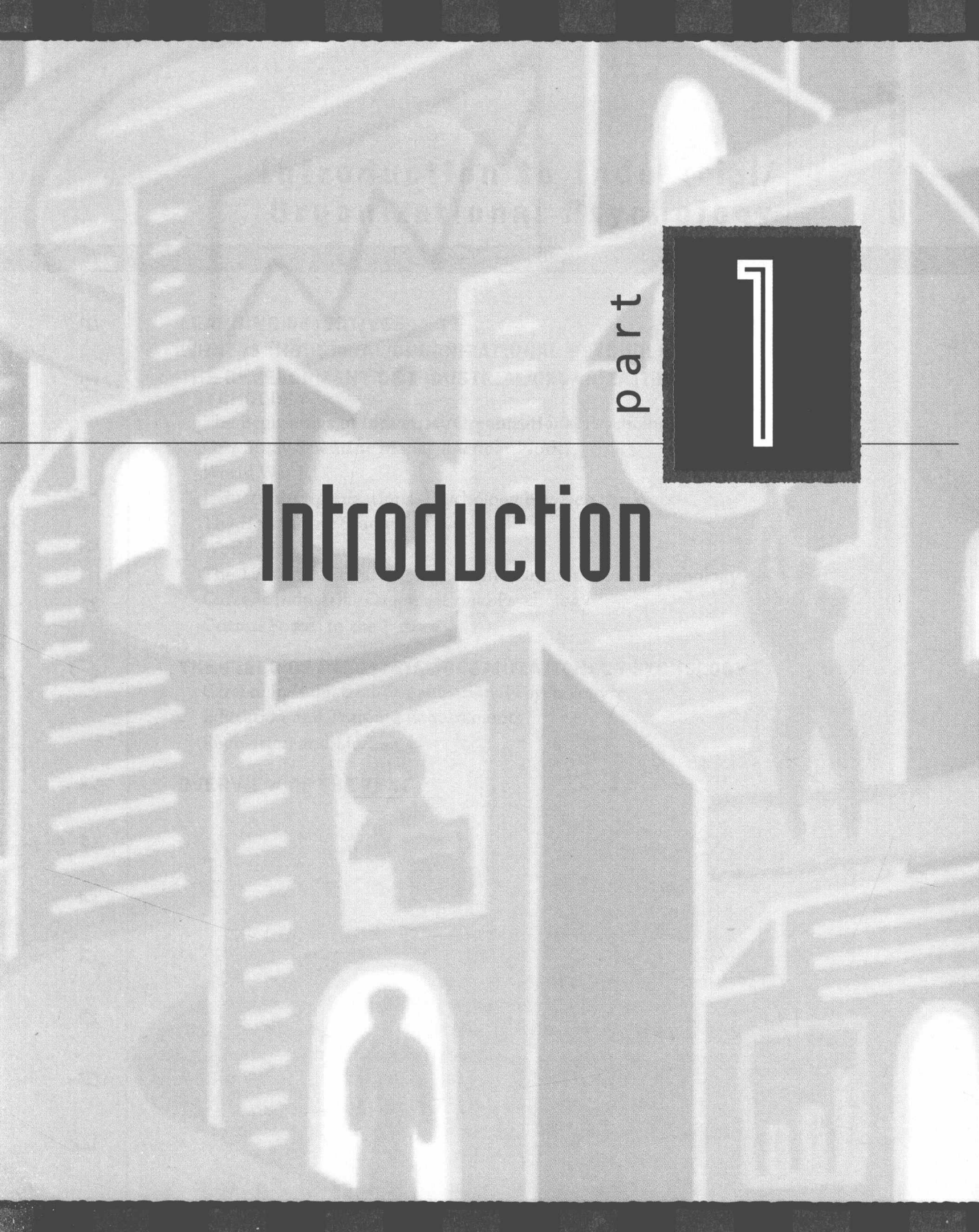
Many of the features in this book are the result of feedback from students like you. During my many years of teaching at the college level, I listened carefully as students told me what was good and bad about the course and the text. Many students said they benefited from activities that required them to be actively involved rather than just passively reading the text. That's why each chapter in this text begins with learning objective questions to direct your reading. After you complete a section, you will be able to look back and answer the learning objective questions for that section. In fact, many of the questions may be similar to the essay exam questions used by your instructor.

Another valuable feature, included in response to student feedback, is the margin glossary. With this feature, the most important terms from each chapter are defined in the margin on the page where the term is first used, so you can review definitions without losing your place or interrupting your reading. Other important terms you may need to know are defined in the glossary at the end of the text.

Each chapter ends with a summary of the important points covered in the chapter and a number of review questions on the chapter material. These questions may be similar to exam questions used by your instructor. They are also a good learning check for you to make sure you have mastered the material in the chapter.

One of the most rewarding experiences for me occurs when students return after finishing this course (sometimes after several years) and tell me how all or part of what they learned in the course really applied to them, no matter how diverse the work setting. I learn so much from my students each semester and they often provide me with wonderful examples and applications. I hope you will get in touch with me, share any comments you have, and let me know where you are in the world of work.

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