PSY 292
Industrial and Personnel Psychology

Course Manual

David E. Okurame Ph.D

Industrial and Personnel Psychology

PSY292

Copyright

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University of Ibadan Distance Learning Centre
University of Ibadan,
Nigeria

Telex: 31128NG

Tel: +234 (80775935727)
E-mail: ssu@dlc.ui.edu.ng
Website: www.dlc.ui.edu.ng

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfillment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Isaac Adewole

Vice-Chancellor

Foreword

As part of its vision of providing education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.
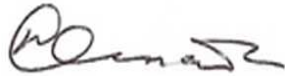
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Bayo Okunade

Director

Credits

The University of Ibadan Distance Learning Centre wishes to thank those below for their contribution to this course manual:

. Course Writer	David E. Okurame, Ph.D
Content Editor	Prof. Remi Raji-Oyelade
Production Editor	Dr. Gloria O. Adedoja
Learning Design & Technologist	Folajimi Olambo Fakoya
Managing Editor	Ogunmefun Oladele Abiodun
General Editor	Prof. Bayo Okunade

Contents

About this course manual

Industrial and Personnel Psychology PSY292 has been produced by University of Ibadan Distance Learning Centre. It is structured in the same way, as other psychology course.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assessments and assignments.
- Activity icons.
- Study sessions.

> We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into study sessions. Each study session comprises:

- An introduction to the study session content.
- Learning outcomes.
- Content of study sessions.
- A study session summary.
- Assessments and/or assignment, as applicable.

Your comments

After completing this course, Industrial and Personnel Psychology, we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.

- Course reading materials and resources.

- Course assessments.

- Course assignments.

- Course duration.

- Course support (assigned tutors, technical help, etc).

- Your general experience with the course provision as a distance learning student.

Your constructive feedback will help us to improve and enhance this course.

Course overview

Welcome to Industrial and Personnel Psychology PSY292

This course will expose you to the field of industrial and personnel psychology. Personnel psychology is generally considered the important side of the industrial/organizational equation and encompasses both selection and training. This course will therefore examine the theory, research, and practice perspectives of selection and training.

This course manual supplements and complements PSY292 UI Mobile Class Activities as an online course. The UI Mobile Class is a virtual platform that facilitates classroom interaction at a distance where you can discuss / interact with your tutor and peers while you are at home or office from your internet-enabled computer. You will also use this platform to submit your assignments, receive tutor feedback and course news with updates.

Industrial and Personnel Psychology PSY292—is this course for you?

PSY292 is a *three unit compulsory* course. The course examines psychology as applied to business and industry. The prerequisites to this course are PSY101, PSY102, PSY103 and PSY105.

Course outcomes

Upon a successful completion of Industrial and Personnel Psychology PSY292, you will be able to:

Outcomes

- *analyse* primary business and industrial personnel decisions addressed in industrial and personnel psychology.
- *highlight* human factor selection principles.
- *carry out* performance evaluation and training approaches.

Timeframe

How long?

This is a 15 week course. It requires a formal study time of 45 hours. The formal study times are scheduled around online discussions / chats with your course facilitator / academic advisor to facilitate your learning. Kindly see course calendar on your course website for scheduled dates. You will still require independent/personal study time particularly in studying your course materials.

How to be successful in this course

As an open and distance learner your approach to learning will be different to that from your school days, where you had onsite education. You will now choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

We recommend that you take time now—before starting your self-study—to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are:

- http://www.dlc.ui.edu.ng/resources/studyskill.pdf

  This is a resource of the UIDLC pilot course module. You will find sections on building study skills, time scheduling, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis and memory skills ("remembering").

- http://www.ivywise.com/newsletter_march13_how_to_self_study.html

  This site provides how to master self-studying, with bias to emerging technologies.

- http://www.howtostudy.org/resources.php

  Another "How to study" web site with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing ("hands-on" learning), memory building, tips for staying motivated, developing a learning plan.

The above links are our suggestions to start you on your way. At the time of writing these web links were active. If you want to look for more, go to

www.google.com and type "self-study basics", "self-study tips", "self-study skills" or similar phrases.

Need help?

Help

As earlier noted, this course manual complements and supplements PSY292at UI Mobile Class as an online course.

You may contact any of the following units for information, learning resources and library services.

Distance Learning Centre (DLC)
University of Ibadan, Nigeria
Tel: (+234) 08077593551 – 55
(Student Support Officers)
Email: ssu@dlc.ui.edu.ng

Head Office
Morohundiya Complex, Ibadan-Ilorin Expressway, Idi-Ose, Ibadan.

Information Centre
20 Awolowo Road, Bodija, Ibadan.

Lagos Office
Speedwriting House, No. 16 Ajanaku Street, Off Salvation Bus Stop, Awuse Estate, Opebi, Ikeja, Lagos.

For technical issues (computer problems, web access, and etcetera), please send mail to webmaster@dlc.ui.edu.ng.

Academic Support

Help

A course facilitator is commissioned for this course. You have also been assigned an academic advisor to provide learning support. The contacts of your course facilitator and academic advisor for this course are available at onlineacademicsupport@dlc.ui.edu.ng

Activities

This manual features "Activities," which may present material that is NOT extensively covered in the Study Sessions. When completing these activities, you will demonstrate your understanding of basic material (by answering questions) before you learn more advanced concepts. You will

Activities

be provided with answers to every activity question. Therefore, your emphasis when working the activities should be on understanding your answers. It is more important that you understand why every answer is correct.

Assessments

Assessments

There are three basic forms of assessment in this course: in-text questions (ITQs) and self assessment questions (SAQs), and tutor marked assessment (TMAs). This manual is essentially filled with ITQs and SAQs. Feedbacks to the ITQs are placed immediately after the questions, while the feedbacks to SAQs are at the back of manual. You will receive your TMAs as part of online class activities at the UI Mobile Class. Feedbacks to TMAs will be provided by your tutor in not more than 2 weeks expected duration.

Schedule dates for submitting assignments and engaging in course / class activities is available on the course website. Kindly visit your course website often for updates.

Bibliography

Readings

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this course manual; these may be books, articles or websites.

Study Session 1

Introduction to Industrial Psychology

Introduction

This Study Session provides you with some definitions of industrial psychology, and an explanation of the major thrust of these definitions. The Session will also explain why students of psychology and the general population require the knowledge of industrial psychology. It will therefore provide you with modes of practice of industrial psychology in different organisations. Lastly, this Study Session will expose you to the indispensable duties of industrial psychologists in the workplace.

When you have studied this session, you should be able to:

Learning Outcomes

i. *define* industrial psychology.
ii. *highlight* the importance of industrial psychology.
iii. *outline* how industrial psychology is practiced in academic, public and private organisations.
iv. *highlight* at least seven essential duties of industrial psychologists in industries.

1.1 Definition of Industrial Psychology

Industrial psychology has been defined in various ways. While some definitions focus on the research context of industrial psychology, others focus on the practice context (application) or both. This conclusion can be inferred from the following definitions:

▪ the scientific study of human behaviour in the work setting.
▪ the scientific study of workplace behaviour, and the use of this information to improve employee and organisational performance.
▪ the selection and placement of individuals in an industry, using scientific method.
▪ the application of psychological principles and theory to the workplace.
▪ a subfield of psychology that is concerned with the application of psychological principles to the selection, placement, appraisal and training of employees.

1.2 The Significance of Industrial Psychology

The field of psychology is vast and addresses a wide range of issues. Different human and animal issues in the discipline are therefore addressed by different subfields. Undergraduate training in psychology leads to the award of a degree or diploma in the general field of

psychology. This requires that you go through training in basic areas of the discipline. One of such areas is industrial psychology.

Again, undergraduate knowledge in this area lays the foundation for postgraduate studies and specialization in industrial psychology.

The global economy has witnessed an unprecedented increase in the number of industries with a correspondent increase in individuals taking up positions in them. These individuals, to a large extent, determine the effectiveness of the organisation in which they work because their behaviour is affected by it. Since we all work, or will eventually work, in one form of industry or another, a basic knowledge of workplace behaviour and how it affects productivity is essential to enable us diagnose and solve both employee and organisational related problems. The end-result of this is a buoyant economy.

1.3 The Practice of Industrial Psychology

Industrial psychology is practiced in diverse work settings with a greater percentage in academics, followed by public and private organizations. In these organizations, the pivot on which industrial psychology is carried out is research and/or practice.

Industrial psychologists who work in the academic setting pay more emphasis on research on diverse organisational issues and problems. The findings in such investigations are then published in journals, which are usually scholarly and practice-oriented. This practice of industrial psychology by academics can be extended to public and private organisations whenever academics act as consultants to them. In this case, they provide the concerned establishments with specific empirical organisational guidance.

Conversely, industrial psychologists employed in public and private organisations emphasize practice by focusing on the application of industrial psychology to their organisation or workplace. They apply established principles and theories to issues and problems in their organisations. In the Nigerian work environment, a large percentage of industrial psychologists that are in practice are found in the human resources or employee development departments of organisations.

1.4 The Duties of Industrial Psychologists

Industrial psychologists perform a wide range of crucial duties that makes the hiring of an industrial psychologist a necessity for organizations. The duties /functions are discussed below.

1. First, the traditional function and main duty of an industrial psychologist is the selection and placement of individuals to be employed in an organization. People differ in their levels of skills required to do a particular work well. Selection and placement of applicants by industrial psychologists take advantage of these individual differences to maximize work performance. This is achieved because they utilize scientifically proven psychological principles to select people for the various positions in an organization.

2. Second, they ensure that different categories of workers have basic skills for success on the job and also help to update these skills through well designed training programmes. It is logical to expect that if employees lack the necessary skills to do well on the job, they will find their job uninteresting. Training especially helps to address the shortcomings of low performing members of staff, and addressing these shortcomings eventually helps to make their work satisfying.

3. Third, they design performance evaluation and appraisal packages that result in appropriate tangible and non-tangible rewards for high performing employees. It is common knowledge that if individuals are rewarded for a job well done, they are happy and derive satisfaction from doing their job. Consequently, the workforce managed by industrial psychologists will usually feel fairly treated.

4. Fourth, they assist the organization to design a work friendly environment that is devoid of work process constraints.

5. Fifth, they help organizations to relate with employees in a fairly reasonable manner, making them more comfortable and satisfied with their work activity.

6. Sixth, the duties listed in 1-5 above and other context-specific packages which the industrial psychologist may choose to design helps to boost morale and motivate employees.

7. Seventh the end result of all the foregoing activities helps the industrial psychologists to complete another duty, that of creating a productive and effective workforce.

Study Session Summary

Summary

In this Study Session, you learnt that some definitions of industrial psychology focused on the research context, while others focused on the practice context or both. This Study Session noted that since the course teaches how to face and deal with problems related to workplace, we should all study the course, the reason being that we are all workers in one sense or another. Lastly, you examined the duties of industrial psychologists. Specifically, we presented seven essential duties of an industrial psychologist, such as: traditional function of selection and placement of individuals, training of employees, performance evaluation and design of appraisal packages, fostering a work-friendly environment, helping organisations to relate with employees in a fairly reasonable manner, boosting morale and motivation, and building a productive workforce.

Assessment

Assignment

1. How would you define industrial psychology from the research and practice contexts?
2. Supply three reasons why you think the knowledge of industrial psychology is necessary to you as a student and as an actor in the Nigerian economy.
3. Explain how industrial psychology is practiced in academic, public and private organisations.
4. Explain seven indispensable duties or functions of an industrial psychologist in the work setting.

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Study Session 2

Research in Industrial Psychology

Introduction

This Study Session will expose you to how research is carried out in industrial psychology. It provides basic steps in undertaking research.

When you have studied this session, you should be able to:

i.   *highlight* the basic steps involved in the research process in industrial psychology.

Learning Outcomes

2.1 Steps in Research in Industrial Psychology

Research in industrial psychology is hinged on science, and this makes it replicable. In general, such investigations begin with the identification of the problem or an observed behaviour (e.g. poor work attitude, poor performance, or absenteeism) that constitutes a problem or catches the research attention of the industrial psychologist.

The next step involves a clear identification of the variables to be investigated in the study, the instruments to measure them and the hypotheses to be tested. A thorough review of the literature on the identified problem makes these straightforward tasks. Typically, research by an industrial psychologist involves three variables. These are the independent, dependent and extraneous variables. Independent variables are variables that are manipulated by the industrial psychologist. Dependent variables are the outcome measure or the variable to be explained by the industrial psychologists while extraneous variables are factors that the industrial psychologist is not interested in but are potent enough to confound study results. The next step is to decide how these variables will be measured and who the study participants would be. The rule is that instruments of measurement must be reliable and valid.

Subsequently, the researcher determines study setting. Broadly speaking, the problem or phenomenon is either investigated in a laboratory setting or in the natural work setting. The laboratory setting makes it more likely for the industrial psychologist to establish a cause-effect relationship because there is more control of confounding factors. Conversely, an investigation in the natural work setting is more realistic because actual employees are examined in a context-specific situation.

Afterwards, the researcher carries out the study. Measures of the variables taken from study participants form study data that are later subjected to statistical analysis. Data make no meaning until some form of statistical techniques is applied to them. Results of statistical analysis

set the stage for the final step where you report findings in the context of tested hypotheses, discuss what they imply and make conclusions. This consequently informs organizational policy decisions that solve the problem under investigation.

Study Session Summary

Summary

This Study Session has focused on the process of research in industrial psychology. We noted that research begins with an identification of the problem, clear identification of the independent and dependent variables to be measured, instruments to measure them, participants from which measures will be taken in the study, statistical tools to be applied to study data, and a report on the results of the statistical analysis so carried out.

Assessment

Assignment

1. Explain the basic steps involved in the research process in industrial psychology.

Bibliography

Paul, E. L. (2006). *Industrial/Organisational Psychology: Understanding the Workplace* (2nd ed) New York: Houghton Mifflin Company.

Study Session 3

Industrial Psychology and the Work Environment

Introduction

In this Study Session, you will examine the features of the new work environment and the challenges they pose for industrial psychologists.

When you have studied this session, you should be able to:

i. *state* five features of the new work environment.

ii. *define* and *use* correctly the following words in bold.

- **concepts of recruitment**
- **selection**
- **placement**

iii. *present* rationale for personnel decision.

Learning Outcomes

3.1 The New Work Environment

The role of an industrial psychologist is even more important given far-reaching changes in the work environment. The current new work environment is premised on the following:

1. Greater diversity of workforce: Members of both sexes and people from different cultures now form the cream of most organisation's workforce.

2. Downsizing – organizations now employ few talented individuals

3. Stiffer competition for few talented individuals to fill organizational positions.

4. Increased interaction between local and foreign firms.

5. Short-term rather than long-term employment.

6. Computerized office or factory and consistent introduction of hi-technology equipment and electronic gadgets.

An obvious implication of the new work environment for industrial psychology is that personnel selection methods will have to be more sensitive to distinguish "good" and "bad" workers. This will ensure that they add value to the organisation and increase competitive advantage.

Tip

Employees have to be trained and re-trained especially in equipment operation and social skills. The foregoing constitutes the principal concern of industrial psychologists in the new work environment.

3.2 Concepts of Recruitment, Selection and Placement

The field of industrial psychology has peculiar concepts that you need to understand in order to fully appreciate issues of research and practice in the field. Study Sessions Seven to Eighteen address this concern.

The concepts of recruitment, selection and placement are erroneously used interchangeably because some people ascribe the same meaning to them. Although the concepts are some-what linked, they do not mean the same thing.

Recruitment is an organisational activity, which aims at encouraging potentially qualified individuals to apply for vacant position in an organisation. Usually this is done through job or position adverts in the newspaper, posters, billboards, radio, company bulletin, internal memo, and more recently in the Nigerian work environment, internet. Vacancies can also be personally announced to an unemployed individual by current employees of an organisation. A good recruitment method usually generates a large pool of potentially qualified applicants.

Selection is the process of picking from the pool of potentially qualified individuals generated by recruitment, those that are considered most suitable for the job(s). Put simply, selection is separating the wheat from the shaft. It helps an organisation to offer employment to applicants who are more likely to do the job well.

Placement is the process of putting employees in positions or jobs that they are best suited for. Consider the outcome of a situation where new entrants into an organisation are placed in wrong positions or jobs for which they have little or no aptitude. This misfit will result in poor performance. Therefore placement helps to create a person-job fit that ensures high performance in prescribed roles.

From the explanations given above, we can all see that the three concepts are interwoven. In fact, they complement one another. While recruitment calls everybody's attention to the vacant jobs, selection helps to identify good individuals from those who tender their credentials for recruitment, and placement chooses among job options that which makes a new entrant to be more productive.

3.3 Personnel Decisions

Personnel decision is a concept that refers to choices that an organization makes on issues of selection, placement, evaluation, promotion, training and development of the human factor. Organisations necessarily make a choice because diverse options usually exist on the identified issues of personnel. Thus, the process of choosing among the options is the crux of what is regarded as personnel decisions.

Personnel decision is necessary because on all of the issues identified, individuals are normally distributed. To get the best of this distribution, management essentially attempt to choose the best option. For example, a good personnel decision results in the selection of the most excellent applicant from the available options for a given position in an organization. If the organization does this for every position, then it would have maximized manpower.

Again personnel decision is necessary because organisations want to make profit and survive in the ever competitive market. They cannot achieve this if decisions on hiring, placement, evaluation, promotion, training and development of the human factor are left to chance. A careful decision on the best means of addressing each of the personnel issues helps to ensure organizational effectiveness.

Study Session Summary

Summary

In this Study Session, we examined three inter-related concepts of recruitment selection and placement. We also note the new challenges, which the industrial psychologists face in the new work environment .These include diversity of workforce, downsizing, stiffer competition for talented employees, short-term rather than long-term employment, introduction of hi-technology equipment and increased interaction between local and foreign organizations. Lastly, we examined personnel decision. This refers to choices that an organization makes on issues of selection, placement, evaluation, promotion, training, and development of the human factor. Organisations necessarily choose among options on these issues because they wish to make profit and remain competitive, and because individuals are normally distributed on the identified issues.

Assessment

Assignment

1. Explain six features of the new work environment.
2. Mention two implications of these for the field of industrial psychology.
3a. Distinguish between the concepts of recruitment, selection and placement.
3b. Explain the relationship that exists between the three concepts.

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Study Session 4

Criterion

Introduction

This Study Session explains the notion of criterion and highlights its importance in the organizational setting. It will also broaden your knowledge of criterion by explaining the difficulties encountered in the use of criterion.

Learning Outcomes

When you have studied this session, you should be able to:

i. *define* criterion.
ii. *point out* the problems associated with making use of criterion in organizations.

4.1 What is Criterion?

Criterion refers to measures of actual job performance that serve as an evaluative standard for distinguishing between "good" and "bad" employees. The meaning of criterion will be more obvious to you if you consider the fact that every employee who occupies a position within an organization has a task or what he/she is expected to do. At the end of a specified period, management assesses what each of these individuals have been able to achieve. On the basis of this measure of actual job performance, an employee is considered successful if targets are met and/or surpassed ("good" employee) or unsuccessful if they fall short of target ("bad" employee). Criterion is an indispensable concept in organizations because it:

1. Serves as the basis for hiring and firing. Individuals cannot be hired to fill vacant positions if an organization does not have an idea of expected job performance. The knowledge of what successful and unsuccessful performance for a given job is to provide management with an idea of who to select or dismiss.

2. Aids the assessment of employees for promotion. Criterion measures are vital features of performance evaluation which organizations use to judge the suitability of an employee for promotion.

3. Serves as basis for training. Criterion measures help organizations to identify training needs of employees since it can distinguish between high and low performers.

4.2 Difficulties of Criterion

A number of difficulties stalls the effective utilization of criterion for personnel decisions in an organization. Some of these are listed below.

1. Most jobs have diverse indicators of productivity/job-performance. The problem is which of these is a better index of success on the job? In a bid to incorporate all relevant indicators, the criterion is at times overloaded. A good job analysis helps to a large extent in solving this problem.

2. Difficulty in criterion measurement. Though, actual performance is measurable for many jobs, realistic measures are difficult for a reasonably others.

3. In practice, different relevant measures of criterion are used in most organisations. Often, management is faced with the dilemma of whether to consider the criterion scores independently or together. The common practice is to use the composite score for criterion measures to judge if an employee has been successful or not. Although, this is a much more straightforward means of utilizing numerous criterion scores, it tends to mask employee deficiency in any of the indicators.

Study Session Summary

In this Study Session, you learnt that criterion is a measure of actual job performance that serve as an evaluative standard for distinguishing between "good" and "bad" employees. It is important in organizations because it serves as a basis for hiring and firing, training and aids the assessment of employees for promotion. You learnt that the effective utilization of criterion for personnel decisions in organizations is hindered by the fact that most jobs have diverse indicators of productivity/job-performance; difficulty in criterion measurement; and the dilemma of whether to consider criterion scores independently or together.

Assessment

Assignment

1. What is criterion?
2. Explain three importance of criterion in organizations.
3. Explain three factors that hinder the effective utilization of criterion.

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Study Session 5

Job Analysis

Introduction

This Study Session will expose you to the concept and uses of job analysis. You will also examine methods of analyzing jobs in your course of study.
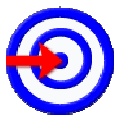
When you have studied this session, you should be able to:

i. *define* and *explain* the uses of job analysis.

ii. *highlight* at least seven methods of job analysis.

Learning Outcomes

5.1 Job Analysis

Job description   A comprehensive account of a job task and responsibilities, the equipment and procedure involved in carrying out the task and what the final outcome of such task are.

Job specification   The details of individual skills, abilities and personality required to effectively perform the identified task of a job.

Job evaluation   A statement of the estimated economic and naira value of a job.

Job analysis refers to the procedure utilized by organizations to examine, understand, and explain the duties of a job. The outcome of a job analysis can be a **job description**, **job specification**, and / or **job evaluation**.

Job analysis serves the following purposes in organizations.

1. The information obtained from job analysis affords management an opportunity to know the constituent parts of all jobs within an organization.

2. It serves as the basis for selection and placement of employees. Certainly there is no way management will be able to make selections from a pool of applicants and/or place them in appropriate positions if information on the task and skills required to do the job well is lacking.

3. Job analysis information helps organizations to appropriately reward employees. Thus enhancing equity perception, motivation and job satisfaction among employees.

4. It serves as the basis for criterion development and performance evaluation.

5. It serves as the basis for informing employees of what is expected of them and performance feedback.

6. It serves as the basis for training employees to do their jobs well.

7. It serves as a basis for resolving a number of legal disputes between employees and their employers.

8.2 Methods of Job Analysis?

This section introduces students to some of the main methods / standard procedures for carrying out job analysis. These include the following.

1. **Archive:** This involves the use of recorded or documented information on a job of interest.
2. **Observation:** This method involves obtaining relevant information about a job by watching the task and duties carried out by individuals who are currently on the job.
3. **Work participation:** It is a variant of the observation procedure. In this instance, relevant job information is obtained by partaking in the task and duties of the job being examined.
4. **Electronic procedure:** This involves the use of electronic gadgets to record the tasks and duties of individuals as they perform the routine of their job. Content analysis of the information gathered through this method serve useful purposes.
5. **Check list:** This technique requires that an adequate number of statements reflecting possible tasks, duties and responsibility of a job be generated. The list is thereafter given to job incumbents for them to check-off those that are true of their job routine.
6. **Work diary:** This procedure requires a job incumbent to make an entry of their task and job activities in a dairy.
7. **Interview:** In this case, information is elicited from job incumbents, individuals with previous job experience and professionals in a particularly relevant field.
8. **Questionnaire:** This is a survey method that asks questions about the features and dimensions of a job. Responses of employees to the questionnaire items form the basis for understanding a job. Standard examples of this technique are the common-metric and the position analysis questionnaires.

Discussion Activity

Each of the identified methods of job analysis has advantages and disadvantages. Identify these advantages and disadvantages. Which of these methods will you ascribe to be the best? Post your response on Study Session Five Forum Page of course website.

See course calendar for schedule date of submission

Study Session Summary

Summary

In this Study Session, eight techniques of job analysis were identified and explained. These are archival, observation, work participation, electronic checklist, work dairy, interview and questionnaire. You also learnt that job analysis is a concept that refers to the procedure utilized by organizations to examine, understand and explain the duties of a job. Job description, job specification, and job evaluation are possible outcomes of job analysis.

Assessment

Assignment

1. Define job analysis and explain its three possible outcomes?
2. State seven purposes which job analysis serve.
3. Identify and explain eight techniques of job analysis.
4. What advantages and disadvantages are associated with each of the techniques in class discussion?

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Study Session 6

Selection Instrument and Process

Introduction

In this Study Session, you will explore the concept of instrument utility to students. You will also clarify the process of selection in an organisation.

When you have studied this session, you should be able to:

Learning Outcomes

   i. *explain* the utility of a selection instrument and the factors that influence it.
  ii. *highlight* four models for selection when multiple instruments are involved in a selection process.
 iii. *outline* the chain of events involved in the selection process.

6.1 Utility of Selection Instrument

New entrants into an organization are usually chosen based on their performance on a selection instrument. Selection instruments are known as predictors. A predictor is an instrument used to estimate the likelihood that an applicant will exhibit high-quality performance if employed to do a job. Psychological tests are examples of instruments used by industrial psychologists as predictors. Some of such instruments are available in the human laboratory of the Department of Psychology, University of Ibadan.

The need for a selection instrument is better appreciated if you consider a situation where an advertisement for just ten vacant positions generated over three thousand applications. Imagine too that there are no instruments for identifying potentially good employees. The chances are that hiring decisions will be subjective and almost always ineffective.

However, hiring decisions become more effective when they are based on a useful selection instrument. A useful selection instrument has utility. The utility of a selection instrument is the extent to which it is apt to distinguish potentially good employees from the potentially bad ones, and the degree to which the quality of individuals hired gets better by its use. A number of factors affect the utility of a selection instrument. These are:

1. **Psychometric properties:** These include the reliability and validity of the instrument.

2. **Base rate:** The proportion of hired employees who were ultimately successful on the job.

3. **Selection ratio:** The number of applicants' vis-à-vis the number of job opening.

6.2 Models for Selection with Multiple Instruments

This section explains some models for selection when multiple instruments are involved in a selection process.

1. **The profile matching model.** This is based on the assumption that good applicants are those whose attributes and skills match the profile of employees who have been successful on the job. Usually important attributes and skills of successful employees in a particular job are identified and graphically profiled to serve as the standard profile. Measures of the attributes and skills obtained through different instruments from applicants are then compared to the standard.

2. **The regression model.** This is based on the assumption that attributes and skills are compensatory. Accordingly, much of an attribute makes up for little of another. As a result, the combine score or overall performance on the selection instruments is used as the cut-off mark for hiring. An applicant's score on each attribute is usually arrived at with reference to the weight assigned to such attribute.

3. **The cut-off model.** This is based on the assumption that a minimum level exist for every performance relevant attribute. As such, a great deal of an attribute does not compensate for a little of another. Accordingly, the individual to be selected is that who meets the cut-off point for all selection instruments.

4. **The multiple-hurdle model.** This involves dividing the selection process into stages, specifying attributes or skills to be assessed in each stage and the minimum score required for an applicant to move from one stage to another. An application must scale the first stage hurdle (i.e. cut-off or minimum score for the stage) before moving to the second, and so on.

6.3 Selection Process

A typical selection process involves six sequences of events. These are:

1. **Job analysis.** This provides job relevant information that informs the choice of selection instrument and applicants to be hired.

2. **Choosing among alternative instruments and criterion**. Here a choice is made between the varieties of testing instruments (predictor) that may be available. Similarly, this step involves the selection of a good indicator of success or failure on the job. Selection decision is based on the nature of relationship that exists between the predictor and criterion.

3. **Relating measures on criterion and Predictor.** Measures on the chosen predictor and criterion are obtained. Thereafter, the nature of relationship that exists between the two measures is ascertained. The outcome of this gives an indication of the instruments' validity and the cut-off line for selection.

4. **Determining the utility of selection instrument(s).** This is done by establishing the selection ratio and base rate (refer to lesson thirteen). The outcome of these justifies the use of a selection instrument.

5. **Re-examination.** Selection instruments need to be re-evaluated every once in a while to ensure that they remain effective. This is particularly important because organizational, societal and individual circumstances are dynamic. A good selection instrument at one point may therefore be bad at any period.

6. **Actual selection.** This actual selection process basically involves six events. These are:

   i. Preliminary screening of applicants to eliminate those who clearly lack the basic requirements for consideration.

   ii. Application forms/blanks. These are usually forms designed by organisations to elicit personal, demographic and job requirement information on applicants.

   iii. Selection testing. Applicants are made to take a number of employment tests. The performance of an applicant on the tests forms the objective basis for selection. These range from personality, intelligence, aptitude to job performance tests.

   iv. References. At this stage, individual whose names have been submitted by an applicant as referees are contacted. They are required to comment on an applicants' suitability for the position, and/or corroborate claims made by an applicant in application blanks.

   v. Selection interview. Applicants are invited for a face-to-face or telephone interview. This affords an opportunity for the interviewer (s) and the interviewee to find out more about each other, about the job and to reconcile facts.

   vi. Medical examination. This is typically the last event. It is aimed at finding out if an applicant meets the medical standard for the job. Applicants who are medically fit are afterward hired.

Study Session Summary

Summary

In the first section of this Study Session, we learnt that selection instruments are known as predictors. A predictor was defined as an instrument used to estimate the likelihood that an applicant will exhibit high-quality performance if employed to do a job. The utility of a selection instrument was also defined as the extent to which it is apt to distinguish potentially good employees from the potentially bad ones, and the degree to which the quality of individuals hired gets better by its use. Instrument utility is affected by factors such as psychometric properties and relevance of instrument, base rate and selection ratio. In the second section, we identified four models for selection when multiple instruments are involved in the hiring process. These are the profile matching, regression, multiple cut-off and multiple hurdle models.

Lastly, we noted that the selection process has six basic stages. These are Job analysis, choosing among alternative instruments and criterion, relating measures on criterion and predictor, determining the utility of selection instrument(s), re-examination, and actual selection.

Assessment

Assignment

1. What is a predictor?
2. Define the utility of a selection instrument. What factors affect the utility of an instrument?
3. Identify and explain four models for selection with multiple instruments.
4. What are the problems associated with each of the models in class and group discussions?
5. Explain the chain of events involved in the selection process.

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Study Session 7

Training Approaches and Process

Introduction

This Study Session will expose you to the approaches and process of training in organizations. In the process, you will examine the steps involved in arranging training in an organization

When you have studied this session, you should be able to:

i. *present* ways in which training can be provided in an organisation.
ii. *outline* the basic sequences of events in training process.

Learning Outcomes

7.1 Approaches to Training

There are two major approaches to training:
- off-the-job training, and
- on-the-job.

Off-the-job training: Usually this involves taking employees away from their duty post to another setting where they interact with invited experts who teach new skills and keep them informed about their jobs. Training centers established by organisations outside their immediate locations serve the purpose of off-the-job training. Off-the-job training also encompasses sending employees out for qualification-bearing courses in universities, lectures and workshops. Off-the-job training has the advantage of increased concentration by trainees and a high potential for learning since it is devoid of workplace distractions. Disadvantages of this approach include excessive cost and loss of man-hour while training last.

On-the-job training: This involves teaching skills and impacting knowledge as employees carry out their day to day job activities. Unlike the off-the-job training, employees within the organisation usually serve as trainers. On-the-job training has the advantage of reduced training cost and training by individuals with practical experience of the job and organization. Disadvantages of this approach include disruption work activity and work hazard.

A typical example of an on-the-job training technique is mentoring. Mentoring is a grooming relationship that involves a mentor and a protégé. Protégés are the younger and less experienced partner in the relationship while mmentors are frequently older and more practiced compared to their protégés. The relationship can be formal or informal. While informal mentoring develops spontaneously, formal mentoring

relationships are formed through a planned matching of mentors and protégés by organisations. Mentoring is embraced because of its many benefits to employees and their organisation. These benefits include:

1. It affords employee a clear understanding of their roles.
2. It allows employees to make productive use of their knowledge.
3. It ensures the transfer of skills which mentees can apply in diverse professional circumstances thereby ensuring career success, career growth, salary increases and promotions.
4. It helps to create a pool of well groomed members of staff in an organisation's succession pipeline.
5. It fosters a network of good interactions that enhance satisfaction with work activity, foster peace and harmony among employees in an organization.

However, mentoring is not all bed of roses. It is associated with a number of problems. These are mutual exploitation, interpersonal conflict, and real or imagined sexual entanglement. Mentors reputation may be hurt by frequent sponsorship of protégé, it can encourage favouritism, and the displacement of mentor by protégé may spark off crisis.

7.2 The Training Process

. The training process involves six sequences of events. These are:

1. **Identification of training needs**: Training is necessarily provided to address shortfalls in employee skills and update job relevant knowledge. A training needs assessment makes it possible for this purpose to be achieved. Needs assessment can be done at the level of the organisation, individual, task or workforce.
2. **Identification of trainees and training objectives**: Employees who will benefit most from the training are identified and organised for the training. Further, the objective of the training programme is spelt out.
3. **Design of training content**: The issues, topics and substance of the training are determined. This is done within the context of identified trainee needs and training objectives.
4. **Determination of training method/trainer**: A suitable training method and trainers that will ensure the attainment of training objective are chosen.
5. **Implementation of training**: This stage involves putting the training plan into action. It is an equally important part of the training process. Training cannot be effective if it is well thought out but poorly executed.
6. **Evaluation of training**: Training is effective if the desired change in employee work behaviour is achieved. An assessment of training outcome especially within the context of stated training objectives gives an indication of the effectiveness of a training programme. Evaluation of training helps to identify lapses that can be targeted for correction in future training exercise.

Study Session Summary

Summary

In this Study Session, two approaches to training were identified. These are off-the-job and on-the-job training approaches. Off-the-job training involves taking employees away from their duty post to another setting where they interact with content. On-the-job training involves teaching skills and impacting knowledge as employees carry out their day-to-day job activities. You also learnt that a typical training process involves six events. These are identification of training needs, identification of trainees and training objectives, design of training content, determination of training method/trainer, implementation of training and evaluation of training.

Assessment

Assignment

1. Identify and explain the two approaches to training.
2. Identify the advantages and disadvantages connected to each of the approaches.
3. What is mentoring?
4. What are the advantages and problems associated with mentoring?
5. Identify and explain the six steps involved in a typical training process.

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Study Session 8

Performance Evaluation, Training and Methods

Introduction

The field of industrial psychology pays particular attention to the concepts of performance evaluation and training because they have implications for productivity. Therefore, in this Study Session, you will explore these concepts and the functions each of the concepts performs in organisations. You will also examine the methods of performance evaluation in organisations.

Learning Outcomes

When you have studied this session, you should be able to:

i. *highlight* the functions performance evaluation in organisations.
ii. *highlight* ways of evaluating performance in an organisation.

8.1 Performance Evaluation and Training

Performance evaluation refers to all attempts by an organization to assess whether or not an employee has performed his or her duties up to the expectations of his or her position. It is a comparison of the actual performance of an employee in a given period to that which the organization anticipates in the same period. Performance evaluation is important in the life of an organisation because of some reasons given below:

1. The information helps organisations to appropriately reward employees.
2. It serves as the basis for employee feedback on performance.
3. It serves as the basis for promotion.
4. It serves as the basis for training.
5. It serves as a basis for motivating employees to high performance

Training refers to all efforts made by an organisation to ensure that new and old employees have required skills and knowledge to executive their duties effectively. Employees can be trained at their duty posts (i.e. on-the-job training) or at a location outside their immediate work setting (i.e. off-the-job training). Training serves the following purposes in organization:

1. It helps an organisation to equip employees with skills to do their job well

2. It facilitates the introduction of new technology and work procedure in an organization.

3. It helps to motivate employees.

8.2 Performance Evaluation Methods

Performance evaluation can be carried out in diverse ways. Six of these methods are:

1. **Multi-rater assessment** or **360 degree feedback**. This technique involves assessment by people with which an employee to be assessed makes significant contact. They usually include superiors, juniors, customers, peers and the employee concerned.

2. **Work standard technique**. This involves setting goals for employees to meet. The goals set for an employee is considered as the standard against which his or her is judged.

3. **Essay appraisal**. This method involves the appointment of an evaluator who is asked to describe the performance of an employee using a narrative format. The evaluator is usually provided with issues or topics that guide his or her assessment.

4. **Forced-choice rating**. This procedure requires an evaluator to rank a number of statements that describes how an employee has carried out his or her duties. Each of the statements is usually assigned weights that are not made known to the evaluator.

5. **Graphic rating scale**. This rate an employee on factors considered relevant to performance. Such factors include quality of work, quantity of work, job knowledge and so on.

6. **Critical incidents method**. This involves keeping a record of favourable and unfavourable job related behaviour of employees' overtime. The information so gathered forms the basis for evaluating the performance of an employee by an evaluator.

Study Session Summary

Summary

In this Study Session, you have learnt the meaning of performance evaluation and training. Performance evaluation was explained as all attempts by an organization to assess whether or not an employee has performed his or her duties up to the expectations of their position while training is all efforts to ensure that new and old employees have required skills and knowledge to do their job even better. You also learnt that performance evaluation can be carried out in diverse ways. Six of such methods of performance evaluation are: the multi-rater assessment or 360 degree feedback, work standards, essay appraisal, forced-choice rating, graphic rating scale and the employee paired comparison method.

Assessment

Assignment

1. Explain the concepts of performance evaluation and training.
2. State five useful functions of performance evaluation and three useful functions of training in organisations.

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