Dedication

To my University of Akron, Department of Psychology colleagues—past, present, and future—for 25 years they have molded, supported, and humored me in my career journey. I am so much the better for it!

P.E.L.
Paul E. Levy was born and raised in Baltimore, Maryland, the youngest of his family’s five children. He received his BA in psychology and economics from Washington & Lee University and earned his MA and PhD in industrial/organizational (I/O) psychology from Virginia Tech. A faculty member at The University of Akron since 1989 and Chair of the Department of Psychology since 2005, Dr. Levy has been very involved in the development and training of hundreds of graduate students there. During his tenure, he has also provided many undergraduates with their first exposure to the field of I/O psychology through his Introduction to Industrial/Organizational Psychology course. Dr. Levy’s consulting and research interests include performance appraisal, feedback, recruitment, coaching and development, and organizational justice. He has published his scholarly work in many psychology and management journals, including the Journal of Applied Psychology, Journal of Personality and Social Psychology, Organizational and Human Decision Processes, Personnel Psychology, and Academy of Management Journal. Dr. Levy is married to Sylvia Chinn-Levy and has three sons—Christopher, Sean, and Jared—who have always managed to keep things interesting. Dr. Levy is an avid baseball and basketball fan, youth sports coach, basketball player, and a lifelong fan of the Baltimore Orioles.
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Preface

Each edition of Industrial/Organizational Psychology: Understanding the Workplace has been a unique experience for me. In the first edition, I made every effort to realize the original goals behind writing the book in the first place. In the second edition, I endeavored to further refine our approach to meet the expectations of instructors. For the third edition, I had the opportunity to work with a new publisher, Worth, and placed a greater emphasis on the changing field of industrial/organizational (I/O) psychology. In this fourth edition, I've worked with the publisher to improve the look and design of the text as well as adding new features that should benefit both instructor and student. Yet the reasons I look forward to each revision mirror the reasons why I originally sat down to write the first edition.

I've been teaching Introduction to Industrial and Organizational Psychology at The University of Akron since 1996 and also taught it for a few years at Virginia Tech. I've always loved teaching the course but was never quite happy with the available textbooks; most tend to be quite dry—and a dry textbook for a technical field is not the best combination. My students always had concerns about the textbooks as well, so I wondered if I might make a meaningful contribution to the I/O textbook market.

Therefore, my primary goal for the first edition was to write a textbook that was more interesting, more accessible to students, and a consistently “better read.” I worked very hard to produce a book that would engage students, excite them, and, of course, teach them a great deal about the scope of I/O psychology. From the very beginning, what attracted me to this task was the potential to write a book that would draw students into the story of I/O psychology—and that has been my guiding principle for the subsequent editions as well.

Focusing on writing a student-friendly text would have been difficult enough in and of itself. However, my second goal was to also achieve the highest quality in terms of its research orientation. I have been fortunate enough to be a member of one of the finest I/O programs in the country for 25 years; thus, high-quality I/O research is important to me and to my colleagues. So the real task for me was to maintain the rigorous research focus that is critical to understanding I/O psychology—but to do it in a way that students would find interesting and stimulating.

This book was written to serve as the main text in an Introduction to I/O class, which is usually taught at a sophomore or junior level, but I know of quite a few colleagues who have used it in basic or introductory graduate-level courses. It is also more current than most of the other I/O books on the market. Because I also teach separate graduate courses in industrial psychology and organizational psychology, I have to stay current on the research in both areas.

I held fast to the same overriding principles in the design and writing of the fourth edition—to develop interesting, reader-friendly, current, research-based coverage of
I/O psychology. In particular, I revised each chapter based on comments provided informally by colleagues who used the first two editions and on formal reviews submitted by a diverse cross section of I/O psychology instructors from community colleges, four-year schools, and universities with graduate programs in I/O psychology. I attempted to tighten up the writing, expand on the real-world examples, and broaden the coverage to other areas that have emerged more recently on the I/O scene. Another emphasis was on improving the ancillaries available online and also in the book where we added several new and important features.

**Content and Organization**

*Industrial/Organizational Psychology*, Fourth Edition, is divided into three main sections. The first focuses on the history of I/O psychology (Chapter 1) as well as on the basics of the research process (Chapter 2), including measurement, methods, and statistics. Chapter 1 differs from most other I/O books, however, in its treatment of I/O history because it not only includes history of the development of the field, but also presents important information about how I/O psychologists are trained. Students get a flavor of both how the field develops and how I/O psychologists develop. Chapter 2 is more detailed about the research process than the analogous chapter in other I/O texts. This was a deliberate choice because I believe a basic understanding of correlation, extraneous variables, why they are a problem, and so on, is an essential foundation from which students can build a greater appreciation for more complex topics later in the course.

The second section of the text is built around what we have traditionally called industrial or personnel psychology. The first modification of note here is my emphasis on the importance of job analysis (Chapter 3) throughout. Second, I include a full chapter on criterion measurement (Chapter 4), which most I/O texts roll into the performance appraisal or selection chapters; this material provides the foundation for the rest of the second section and even many elements of the third section. Chapter 5, on performance appraisal, emphasizes the social-contextual approach and has a particular focus on current research in this area.

Another significant modification to the middle section is that the material on selection has been broken down into two chapters. First is a traditional Chapter 6, covering the major predictors used in selection. Chapter 7 focuses on how predictors are used in selection and includes a lengthy discussion of the legal issues involved—an interesting area for students and an important one for the field. Reviewers have always seemed to like this chapter and have noted that I was able to make the difficult material more accessible for students. Finally, the last chapter of this section (Chapter 8) presents a traditional look at training, with an emphasis on issues related to diversity.

The final main section of the text provides an overview of organizational psychology. I strove to make the motivation chapter (Chapter 9) more applied; most other I/O texts tend to present just motivational theories. Chapter 10, on job attitudes, uniquely explores the relationships between predictors (like job satisfaction and organizational commitment) and organizational outcome variables (such as turnover and absence).
The stress chapter (Chapter 11) spends a good deal of time on work–family issues, an extremely important element of work. Violence in the workplace has also become a much-talked-about and examined phenomenon in recent years, and I discuss it within the context of the modern workplace.

Groups and work teams are the focus of Chapter 12, which again starts with basic social psychological work and shows how it has been applied to issues such as self-managing work teams. Leadership is presented in Chapter 13, where theories are categorized as either traditional or contemporary. I also discuss at some length various issues revolving around gender and leadership as well as culture and leadership. The final chapter (Chapter 14) talks about organizational theory and applies these theories, as well as others from earlier chapters, to a discussion of how organizations change and develop. Cutting-edge topics such as knowledge management and continuous learning are also discussed here. This chapter has been commended since the first edition by both instructors and students.

## New to the Fourth Edition

The first three editions were well received by most of the instructors who used them; those instructors, as well as several other reviewers, were kind enough to send me a good deal of very useful feedback. Their comments, along with the dynamic nature of the field and several of my own ideas, provided the blueprint for a thoroughly revised fourth edition. New references have been added to every chapter, reflecting some of the best new research currently available, and the writing has been tightened up throughout.

A few significant changes have been implemented to strengthen the pedagogy as well. In the third edition, we added a new marginal feature called Technical Tip, which reminds students about technical issues that were introduced earlier in the text. This allows for an easier flow and connection from concepts introduced in one chapter to the application of those concepts in later chapters. This feature was so well received that reviewers asked for more of them, so we’ve responded by adding new tips throughout the fourth edition. Additionally, the majority of Practitioner Forum boxes have been updated either by the original authors or by new Practitioner Forum authors. As always, we worked diligently to provide up-to-date examples and images, including updated Closer Look questions for each photograph.

Critical thinking continues to be a strong emphasis, and in addition to the Critical Thinking Questions we have also included Application Questions at the end of each chapter. We believe that providing both elements to enhance learning at two different levels is a great addition. We also added one more feature that we are quite excited about: Taking It to the Field. In each chapter, we have added a written scenario that asks students to evaluate a problem and then to help solve it in some way. These can be used for discussion in class, as take-home assignments, or as another way for students to gain a better handle on the application of the material. We believe that these will bring together the content of each chapter and allow students to go one step further than just understanding the content by getting some experience problem solving and using the content in an applied situation.
Finally, there are many important changes in each chapter:

**Chapter 1**
- Includes a discussion of ways I/O psychology can impact the 21st-century workplace.
- Discusses virtual reality in the workplace.
- Expands the discussion of ethics and I/O psychology.
- Attempts to show students how this course and textbook can affect their lives.

**Chapter 2**
- Provides a better clarification of the characteristics of a good theory.
- Uses tables to differentiate among important concepts.
- Includes a new Practitioner Forum.

**Chapter 3**
- Presents more information on the O*NET.
- Introduces the notion of job crafting and strategic job analysis.
- Includes a new Practitioner Forum.

**Chapter 4**
- Reorganizes the section on the criterion problem.
- Includes more discussion about dynamic criteria.
- Presents recent research distinguishing between subjective and objective performance.
- Introduces the idea of group-level OCBs and cultural differences regarding OCBs.
- Includes a new Practitioner Forum.

**Chapter 5**
- Adds content on the complexity of giving and receiving performance feedback.
- Includes more discussion on performance evaluation of teleworkers.
- Provides a discussion on contemporary rating format issues.
- Considers the role of accountability in performance appraisal.
- Discusses contemporary topics like the feedback environment, feedback orientation, justice, and trust as they relate to performance management.
- Includes a new Practitioner Forum.

**Chapter 6**
- Includes a new section on Computer Adaptive Testing.
- Includes a new Practitioner Forum.
- Includes the latest research on types of predictors.
- Presents new coverage of situational interviews and behavior description interviews.

**Chapter 7**
- Introduces the concepts of cybervetting and social media in employee selection.
- Discusses recent research on synthetic validity.
- Provides important legal updates through new cases and cutting-edge issues.
Chapter 8
- Provides updates to workplace diversity management.
- Discusses current trends in sexual harassment training and diversity training.
- Adds content regarding individual differences in trainees and the role of these differences on training effectiveness.
- Provides a cutting edge example of training simulators.
- Expands the section on coaching to include more on executive coaching.
- Includes a discussion, in the Corporate Universities section, about the concept of “third wave,” in which the world’s industrialized economies evolve into knowledge-based societies.
- Includes new data in the Workplace Diversity Management and Training section.
- Includes a new Practitioner Forum.

Chapter 9
- Includes a new Practitioner Forum.
- Includes new research on VIE theory.
- Includes a new figure to illustrate control system.
- Introduces new coverage of job crafting.

Chapter 10
- Includes new research on the link between culture and performance.
- Includes new research on job satisfaction and turnover.
- Includes a new Practitioner Forum.

Chapter 11
- Includes new coverage of chronic stress versus episodic stress.
- Includes new research on coping with stress.
- Includes expanded coverage of work-family conflict.

Chapter 12
- Includes new section on mental models.
- Includes updated research on punctuated equilibrium models.
- Includes new research on process loss.
- Includes new research on virtual teams.

Chapter 13
- Includes updated research on behavior theories of leadership.
- Includes a new Practitioner Forum.
- Includes new research on LMX theory.
- Includes updated research on ILT theory.
- Includes new research on gender and leadership.
- Includes expanded coverage on emotions and leadership.

Chapter 14
- Includes more and updated examples from business.
- Includes new research on OD.
- Includes a new Practitioner Forum.
A Student-Focused Text

A series of pedagogical features aim to make the book more accessible to students and to teach the material in an effective and interesting way. For example, each chapter includes a marginal glossary, designed to help students highlight and understand the important terms as they read through the book rather than having to go to the end of the chapter to see the key terms and formal definitions. An alphabetical list of these key terms with their page reference numbers is provided at the end of each chapter and a complete glossary for the entire book is also presented at the end of the text.

Second, each chapter includes a set of Learning Objectives, Critical Thinking Questions, and Application Questions. The learning objectives, found at the beginning of the chapter, show students what the goals of the chapter are up front—that is, they highlight what I want students to understand after having worked through the chapter. The Critical Thinking Questions, found at the end of the chapter, are designed to help students study and to encourage them to think about the material at a deeper level rather than just memorize key points. Finally, the Application Questions are designed to encourage students to work with the material and to consider ways in which the material can be applied to real-world situations.

One of the most innovative (and favorite) features I’ve included since the first edition is what I’ve called the Practitioner Forum, in which an I/O psychologist practitioner provides a bit of his or her insight and experience in an area relevant to that particular chapter. Readers will find a Practitioner Forum in 13 of the 14 chapters; each one is written by a practitioner who has wonderful experiences and information to share. In trying to keep this feature short and concise, the practitioners have done a terrific job tying their experiences and the situation they describe to the content of the chapter. We believe students will continue to find this feature very interesting.

New to the third edition was a special feature called Technical Tips. A good understanding of technical issues such as methods and statistics is useful to fully comprehending the significance of data presented throughout the text, but I find that students often struggle with these technical concepts. For this reason, I decided to incorporate a couple of these marginal notes in each chapter that follows Chapter 2, Research Methods; I actually increased the number of these notes throughout the fourth edition in response to requests for more from users of the text and reviewers. A feature new to the fourth edition is Taking It to the Field, which is composed of real-life scenarios or consulting situations where students are provided with information and asked to play the role of an I/O psychologist to solve the described problem. This provides a great opportunity for students to apply what they learn and get a preview of the kinds of problems that I/O professionals commonly address. These scenarios or situations could be used as the basis for written assignments or as the context for interesting and beneficial class discussions.

Also revamped for this edition is the entire art program. Virtually all the photos are new, chosen specifically to bring greater clarity to key concepts in their respective chapters. These photos provide visual anchors for the main concepts and aid in students’ ability to remember them. A Closer Look captions, each in the form of a Critical Thinking Question, further enhance the function of each photo, prompting students to think about the given concept on a deeper—and sometimes more applied—level.
I’ve also provided a valuable list of **Suggested Readings** at the end of every chapter, along with a very brief summary of each. These readings vary from technical journal articles to very general overviews of the different topics covered in the book. I updated these for the fourth edition where I felt new, important works had been recently published. Complete citations are included to help make it easier for students to pursue additional depth or understanding of I/O information.

Finally, I’ve also incorporated many **Internet citations**, which provide a wealth of information that would be difficult to access via print media. Each of these sites is an active link as of this writing. Websites like that of the Equal Employment Opportunity Commission (EEOC) and the O*NET, for instance, are great resources for students and serve as a rich source of cutting-edge information.

### Supplements

All the supplements to accompany *Industrial/Organizational Psychology, Fourth Edition*, can be found or requested at [www.worthpublishers.com/levy4e](http://www.worthpublishers.com/levy4e).

**Instructor’s Resource Manual by Kristie Campana, Minnesota State University—Mankato**

The *Instructor’s Resource Manual* has been newly updated and expanded to include more extensive tools for instructors than ever before. Each chapter begins with Learning Objectives, a Chapter Summary, and a practical overview of Teaching the Chapter. Suggested Exercises and Assignments provide meaningful ways for students to engage with the material and interact during class. The manual also includes rubrics for evaluating the end-of-chapter features Taking It to the Field and Application Questions. Finally, a Highlighted Study for Discussion offers a summary and analysis of a study of particular relevance to one of the core concepts of the chapter. New and experienced instructors alike will find invaluable support in the *Instructor’s Resource Manual*. To download the manual as a PDF, visit [www.bcs.worthpublishers.com/levy4e](http://www.bcs.worthpublishers.com/levy4e).

**Diploma Computerized Test Bank by Kristie Campana, Minnesota State University—Mankato (available in Windows and Macintosh on one CD-ROM)**

The *Test Bank* is newly revised and has been expanded to include approximately 90 questions per chapter, including multiple-choice, short-answer, and essay questions. The Diploma software allows instructors to add an unlimited number of questions; edit questions; format a test; scramble questions; and include pictures, equations, or multimedia links. With the accompanying gradebook, instructors can record students’ grades throughout a course, sort student records, view detailed analyses of test items, curve tests, generate reports, add weights to grades, and more. This CD-ROM is the access point for Diploma Online Testing. Blackboard and WebCT formatted versions of the *Test Bank* are also available within the Course Cartridge and ePack.
Book Companion Site at www.bcs.worthpublishers.com/levy4e
For students, the companion website serves as a virtual study guide available free of charge 24 hours a day, 7 days a week. Each chapter is accompanied by electronic flashcards and a Web Quiz that students can use to test their knowledge of the chapter. Each quiz is automatically graded upon submission.

For the instructor, the site offers access to the entire suite of supplements for the fourth edition, including the Instructor's Resource Manual, all of the figures and images from the book in an electronic format, lecture presentation slides, a quiz gradebook for viewing student Web Quiz results, a link to request a copy of the Computerized Test Bank CD-ROM, the ability to download PDF documents containing all questions and accompanying information included on the Computerized Test Bank CD-ROM, and links to additional tools including course cartridges for Blackboard, WebCT, Angel, Desire2Learn, and others.

Book-Specific Lecture and Art PowerPointSlides
To ease your transition to Industrial/Organizational Psychology, Fourth Edition, a prepared set of lecture and art slides in easy-to-adopt PowerPoint format is available to download from the instructor's side of the book companion site.

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To describe a text as single-authored leaves out so many people whose help, both directly and indirectly, has been a big part of this book's success. While writing this book has been in many ways a labor of love for me, it would have been completely impossible without the help and support of so many friends, family, and colleagues.

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Third, my I/O colleagues at The University of Akron, with whom I have been so fortunate to have worked over the last 25 years, have contributed in so many ways—from helpful expertise on certain sections, to ideas about how to present information to those key cites from their areas of expertise that often just helped bring sections to life, to just plain-old social support. All of my non-I/O colleagues in the Department of Psychology at Akron have been instrumental in this process as well, by helping me think through ideas, providing resources, and encouraging my efforts.
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I switched publishers for the third edition and have found Worth to be fabulous to work with. Every single individual who has worked on my text has been professional, competent, and fun to work with. Specifically, I would like to thank Charles Linsmeier for bringing me and the project to Worth; his guidance and expertise have been the key to my Worth experience. When Chuck switched to the land of micro and macro (economics), I was fortunate enough to be handed off to Dan DeBonis. He has been a fabulous editor, always encouraging and helping me every step of the way. Cheri Dellelo had wonderful and insightful comments throughout my work on the third edition, and I quickly learned that I could trust her instincts, which lightened the load on me. Cheri continued working with me on the fourth edition, but due to exciting changes in her life, she had to stop working with us part way through. Although Cheri was missed, I was again blessed to be handed off to Tom Finn, who has been a terrific editor and another great source of encouragement with awesome ideas and suggestions. Finally, my appreciation is extended to my friends in production—namely, Sarah Segal, Helen Song, the late Karen Osborne, Tracey Kuehn, Ted Szepanski, Cecilia Varas, and Kevin Kall; the marketing support from Kate Nurre and Julie Tompkins; the guidance of Nadina Persaud, Anthony Casciano, and Stacy Alexander on the supplement program; and the Worth sales force for having so much confidence in this book. I’d also like to thank Kerry Baruth who is now at Worth, but with whom I worked on my previous versions at Houghton Mifflin—Kerry has always been supportive and someone whom I could trust. Similarly, Jane Potter at Houghton Mifflin shared with me a level of loyalty and integrity that we all should be so blessed to experience from our business partners. I’d like to thank my extended family, whose faith in me in everything I’ve ever done has never wavered—that means more to me than they realize. My wife, Sylvia, has continued to put up with me through this long process, as I sometimes juggle more things than seems reasonable—and she has done so with the dignity, class, love, and respect that she has spoiled me with since we first met almost 30 years ago. I could not have done this without her and would not have even tried—in fact, there is very little that I’m able to do without her or her support! Our three boys, Christopher, Sean, and Jared, have provided the immeasurable joy in our lives that we’ve relied on over and over and over again. There is still nothing I enjoy more than spending time with them and being proud of who they are. One of my graduate students, in the acknowledgments section in her dissertation, thanked me for sharing my family with her for five years—I was touched by that notion because I know that my family is my greatest blessing. I thank God for them and all that He has provided me and I continue to be amazed by His grace.