

Experiments

Can you describe and evaluate laboratory experiments and field experiments, including their reliability, validity and ethics?



Can you describe and evaluate independent measures, matched pairs and repeated measures designs?



Can you explain counterbalancing and random allocation, and how they deal with order effects such as fatigue and practice effects?



Can you explain the role of experimental and control groups or conditions?



Can you apply your knowledge of experiments to a novel research scenario?

**Self-reports**

Can you describe and evaluate questionnaires (paper and pencil or online), including open and closed questions?



Can you describe and evaluate structured, unstructured and semi-structured interviews, conducted face-to-face or by telephone?



Can you apply your knowledge of self-reports to a novel research scenario?

**Case studies**

Can you describe a case study as the detailed study of a single participant or unit, and evaluate this method?



Can you apply your knowledge of case studies to a novel research scenario?

**Observations**

Can you describe and evaluate overt and covert observations?



Can you describe and evaluate participant and non-participant observations?



Can you describe and evaluate structured and unstructured observations?



Can you describe and evaluate naturalistic and controlled observations?



Can you apply your knowledge of observations to a novel research scenario?

**Correlations**

Can you distinguish between positive and negative correlations and describe the strength of a correlation?



Can you identify and operationally define co-variables in a correlational study?



Can you explain why a correlation does not show cause and effect, and evaluate correlational studies?



Can you apply your knowledge of correlations to a novel research scenario?



Longitudinal studies

Can you describe and evaluate longitudinal studies, including longitudinal experiments?



Can you apply your knowledge of longitudinal studies to a novel research scenario?



1b Methodological concepts

Aims and hypotheses

Can you write a clear aim for a study?



Can you write null, directional (one-tailed) and non-directional (two-tailed) hypotheses?



Variables and controls

Can you identify independent and dependent variables and explain how a dependent variable is measured?



Can you operationally define and operationalise variables?



Can you explain the use of controls and standardisation in a study?



Can you identify uncontrolled variables, including participant variables and situational variables, and explain their effects?



Types of data

Can you distinguish between quantitative and qualitative data and evaluate each?



Can you distinguish between subjective and objective data and evaluate each?



Sampling

Can you explain the difference between a sample and a population?



Can you describe and evaluate opportunity, random and volunteer (self-selecting) sampling?



Can you explain how the sample affects the generalisability of findings?



Validity and reliability

Can you explain validity, including ecological validity, and how subjectivity and objectivity affect it?



Can you explain how demand characteristics threaten validity?



Can you explain generalisability and judge whether findings can be generalised?



Can you explain inter-rater, inter-observer and test-retest reliability?



Can you explain replicability and how it is built into the planning of a study?

**1c****Ethics****Ethics with human participants**

Can you explain minimising harm and maximising benefit when researching with humans?



Can you explain valid and informed consent and the right to withdraw?



Can you explain the guidelines on lack of deception, confidentiality and privacy?



Can you explain the purpose of debriefing?



Can you evaluate a study in terms of the ethical guidelines for human participants?

**Ethics with animals**

Can you explain minimising harm and maximising benefit when researching with animals?



Can you explain replacement and the choice of species and numbers of animals?



Can you explain the guidelines on procedures, including pain, suffering and distress, housing, and the use of reward, deprivation and aversive stimuli?



Can you evaluate a study in terms of the ethical guidelines for animals?

**1d****Data analysis****Data analysis**

Can you present and interpret data in tables?



Can you describe and interpret the mode, median and mean, and choose the most suitable one?



Can you describe and interpret the range and standard deviation as measures of spread?



Can you draw and interpret bar charts, histograms and scatter graphs, and choose the correct one for the data?



The biological approach

Can you state the main assumptions of the biological approach (behaviour, cognition and emotion explained by the brain, hormones, genetics and evolution)?



Can you explain how the biological approach accounts for similarities and differences between people, including interaction with other factors?



Can you relate the biological approach to each of its core studies?

**Dement and Kleitman (1957): sleep and dreams**

Can you explain the psychology investigated by Dement and Kleitman (1957), including sleep, dreaming and ultradian rhythms?



Can you describe the aims, procedure (EEG and REM monitoring) and participants of Dement and Kleitman (1957)?



Can you outline the results and conclusions of Dement and Kleitman (1957)?



Can you evaluate Dement and Kleitman (1957), including methodology, ethics and relevant issues and debates?

**Hassett et al. (2008): monkey toy preferences**

Can you explain the psychology investigated by Hassett et al. (2008), including sex differences, socialisation, play and hormones?



Can you describe the aims, procedure and sample of Hassett et al. (2008)?



Can you outline the results and conclusions of Hassett et al. (2008)?



Can you evaluate Hassett et al. (2008), including the use of animals and the nature versus nurture debate?

**Hölzel et al. (2011): mindfulness and brain scans**

Can you explain the psychology investigated by Hölzel et al. (2011), including mindfulness and localisation of function?



Can you describe the aims, procedure (MBSR programme and MRI scans) and sample of Hölzel et al. (2011)?



Can you outline the results and conclusions of Hölzel et al. (2011)?



Can you evaluate Hölzel et al. (2011), including methodology, ethics and application to everyday life?



The cognitive approach

Can you state the main assumptions of the cognitive approach (information processed through an input-process-output route, similar to a computer)?



Can you explain how individual differences in attention, language, thinking and memory help explain behaviour and emotion?



Can you relate the cognitive approach to each of its core studies?

**Andrade (2010): doodling**

Can you explain the psychology investigated by Andrade (2010), including attention and memory?



Can you describe the aims, procedure and sample of Andrade (2010)?



Can you outline the results and conclusions of Andrade (2010)?



Can you evaluate Andrade (2010), including methodology, ethics and relevant issues and debates?

**Baron-Cohen et al. (2001): eyes test**

Can you explain the psychology investigated by Baron-Cohen et al. (2001), including theory of mind and social sensitivity?



Can you describe the aims, procedure (Revised Eyes Test) and groups of participants in Baron-Cohen et al. (2001)?



Can you outline the results and conclusions of Baron-Cohen et al. (2001)?



Can you evaluate Baron-Cohen et al. (2001), including methodology, ethics and relevant issues and debates?

**Pozzulo et al. (2011): line-ups**

Can you explain the psychology investigated by Pozzulo et al. (2011), including eyewitness testimony and false positive responses?



Can you describe the aims, procedure and samples (children and adults) of Pozzulo et al. (2011)?



Can you outline the results and conclusions of Pozzulo et al. (2011)?



Can you evaluate Pozzulo et al. (2011), including the use of children in research and application to everyday life?



The learning approach

Can you state the main assumptions of the learning approach (people start as a blank slate and experience shapes observable behaviour)?



Can you explain learning through operant conditioning, classical conditioning and social learning, using the stimulus-response model?



Can you relate the learning approach to each of its core studies?

**Bandura et al. (1961): aggression**

Can you explain the psychology investigated by Bandura et al. (1961), including social learning theory and aggression?



Can you describe the aims, procedure and sample of Bandura et al. (1961)?



Can you outline the results and conclusions of Bandura et al. (1961)?



Can you evaluate Bandura et al. (1961), including the use of children in research and nature versus nurture?

**Fagen et al. (2014): elephant learning**

Can you explain the psychology investigated by Fagen et al. (2014), including operant conditioning, reinforcement, shaping and behavioural chaining?



Can you describe the aims, procedure and sample of Fagen et al. (2014)?



Can you outline the results and conclusions of Fagen et al. (2014)?



Can you evaluate Fagen et al. (2014), including the use of animals in research and application to everyday life?

**Saavedra and Silverman (2002): button phobia**

Can you explain the psychology investigated by Saavedra and Silverman (2002), including evaluative learning, operant and classical conditioning and phobias?



Can you describe the aims, procedure and treatment used in the case study by Saavedra and Silverman (2002)?



Can you outline the results and conclusions of Saavedra and Silverman (2002)?



Can you evaluate Saavedra and Silverman (2002), including case study methodology and the use of children in research?



The social approach

Can you state the main assumptions of the social approach (behaviour, cognition and emotion shaped by social contexts, environments and groups)?



Can you explain how the actual, implied or imagined presence of others influences behaviour?



Can you relate the social approach to each of its core studies?

**Milgram (1963): obedience**

Can you explain the psychology investigated by Milgram (1963), including obedience and social pressure?



Can you describe the aims, procedure and sample of Milgram (1963)?



Can you outline the results and conclusions of Milgram (1963)?



Can you evaluate Milgram (1963), including ethics and individual and situational explanations?

**Perry et al. (2015): personal space**

Can you explain the psychology investigated by Perry et al. (2015), including interpersonal distance, social hormones (oxytocin) and empathy?



Can you describe the aims, procedure and sample of Perry et al. (2015)?



Can you outline the results and conclusions of Perry et al. (2015)?



Can you evaluate Perry et al. (2015), including methodology, ethics and nature versus nurture?

**Piliavin et al. (1969): subway Samaritans**

Can you explain the psychology investigated by Piliavin et al. (1969), including bystander apathy and diffusion of responsibility?



Can you describe the aims, procedure (field experiment on the New York subway) and sample of Piliavin et al. (1969)?



Can you outline the results and conclusions of Piliavin et al. (1969)?



Can you evaluate Piliavin et al. (1969), including field experiment methodology, ethics and individual and situational explanations?



AS issues and debates

Can you discuss the application of psychology to everyday life using the core studies?



Can you discuss individual and situational explanations of behaviour using the core studies?



Can you discuss the nature versus nurture debate using the core studies?



Can you discuss the practical and ethical issues of using children in research?



Can you discuss the practical and ethical issues of using animals in research?



Can you compare core studies and approaches in terms of methods, findings and issues and debates?



Additional methods and concepts

Can you describe and evaluate randomised controlled trials (RCTs)?	☐	☐	☐
Can you describe and evaluate postal questionnaires?	☐	☐	☐
Can you describe and evaluate rating scales and forced-choice (fixed-choice) questions?	☐	☐	☐
Can you describe and evaluate psychometric tests?	☐	☐	☐
Can you write and apply null, directional (one-tailed) and non-directional (two-tailed) alternative hypotheses in specialist option contexts?	☐	☐	☐
Can you describe and evaluate studies in terms of temporal validity?	☐	☐	☐

Planning research (Paper 4)

Can you plan a study with an aim and hypotheses, choosing a suitable sample and sampling technique?	☐	☐	☐
Can you plan the ethics, types of data, data analysis and descriptive statistics for a study?	☐	☐	☐
Can you include counterbalancing and random allocation in a plan where they apply?	☐	☐	☐
Can you specify method-specific features (for experiments, self-reports, case studies, observations, correlations, longitudinal studies and tests or tasks) in enough detail for replication?	☐	☐	☐
Can you evaluate every aspect of your own planned study?	☐	☐	☐

A Level issues and debates

Can you discuss application to everyday life in the specialist options?	☐	☐	☐
Can you discuss individual and situational explanations in the specialist options?	☐	☐	☐
Can you discuss nature versus nurture in the specialist options?	☐	☐	☐
Can you discuss the use of children in research in the specialist options?	☐	☐	☐
Can you discuss cultural differences in behaviour and research findings?	☐	☐	☐
Can you discuss reductionism versus holism?	☐	☐	☐
Can you discuss determinism versus free will?	☐	☐	☐

Can you discuss idiographic versus nomothetic approaches?



OP1a

Schizophrenia

OPTION

Diagnosis

Can you outline the ICD-11 diagnostic criteria for schizophrenia, including positive and negative symptoms?



Can you describe a case study of schizophrenia?



Can you describe types of delusions and how virtual reality has been used to investigate them?



Can you describe and evaluate the key study Freeman et al. (2003) on persecutory ideation in virtual reality?

**Explanations**

Can you describe and evaluate genetic explanations of schizophrenia?



Can you describe and evaluate the dopamine hypothesis as a biochemical explanation of schizophrenia?



Can you describe and evaluate the cognitive explanation of schizophrenia?

**Treatment and management**

Can you describe and evaluate typical and atypical antipsychotics?



Can you describe and evaluate electro-convulsive therapy (ECT) for schizophrenia?



Can you describe and evaluate CBT for schizophrenia, e.g. Sensky et al. (2000)?



OP1b

Mood disorders

OPTION

Diagnosis

Can you outline the ICD-11 diagnostic criteria for depressive (unipolar) disorder and bipolar disorder, including manic and depressive episodes?



Can you describe and evaluate the Beck Depression Inventory as a measure of depression?

**Explanations of depressive disorder**

Can you describe and evaluate biochemical explanations of depression?



Can you describe and evaluate genetic explanations of depression, including the key study Oruč et al. (1997)?



Can you describe and evaluate Beck's cognitive theory of depression?



Can you describe and evaluate attributional style, e.g. Seligman et al. (1988), and learned helplessness?



Treatment and management

Can you describe and evaluate antidepressants, including tricyclics, MAOIs and SSRIs?



Can you describe and evaluate Beck's cognitive restructuring?



Can you describe and evaluate Ellis's rational emotive behaviour therapy (REBT)?



OP1c

Impulse control disorders

OPTION

Diagnosis

Can you outline the ICD-11 diagnostic criteria for kleptomania, pyromania and gambling disorder?



Can you describe and evaluate the Kleptomania Symptom Assessment Scale (K-SAS)?



Explanations

Can you describe and evaluate the role of dopamine in impulse control disorders?



Can you describe and evaluate the behavioural explanation (positive reinforcement) of impulse control disorders?



Can you describe and evaluate Miller's feeling-state theory?



Treatment and management

Can you describe and evaluate drug treatment for impulse control disorders, including the key study Grant et al. (2008) on gambling disorder?



Can you describe and evaluate covert sensitisation, e.g. Glover (1985)?



Can you describe and evaluate imaginal desensitisation, e.g. Blaszczyński and Nower (2003)?



OP1d

Anxiety and fear-related disorders

OPTION

Diagnosis

Can you outline the ICD-11 diagnostic criteria for generalised anxiety disorder, agoraphobia and blood-injection-injury specific phobia?



Can you describe and evaluate the GAD-7 and the Blood-injection Phobia Inventory (BIP), e.g. Mas et al. (2010)?



Explanations of fear-related disorders

Can you describe and evaluate genetic explanations of phobias, e.g. Öst (1992)?



Can you describe and evaluate the behavioural explanation (classical conditioning), e.g. Watson and Rayner (1920) 'Little Albert'?



Can you describe and evaluate the psychodynamic explanation, e.g. Freud (1909) 'Little Hans'?



Treatment and management

Can you describe and evaluate systematic desensitisation for fear-related disorders?



Can you describe and evaluate CBT with applied tension for blood-injection-injury phobia, including the key study Chapman and DeLapp (2013)?



OP1e

Obsessive-compulsive disorder

OPTION

Diagnosis

Can you outline the ICD-11 diagnostic criteria for OCD, including types of obsessions and compulsions, e.g. Rapoport (1989) 'Charles'?



Can you describe and evaluate the Maudsley Obsessive-Compulsive Inventory (MOCI) and the Yale-Brown Obsessive-Compulsive Scale (Y-BOCS)?



Explanations

Can you describe and evaluate biochemical and genetic explanations of OCD?



Can you describe and evaluate the cognitive (thinking error) explanation of OCD?



Can you describe and evaluate the behavioural (operant conditioning) explanation of OCD?



Can you describe and evaluate the psychodynamic explanation of OCD?



Treatment and management

Can you describe and evaluate SSRIs as a treatment for OCD?



Can you describe and evaluate exposure and response prevention (ERP), e.g. Lehmkuhl et al. (2008)?



Can you describe and evaluate telephone-administered CBT, including the key study Lovell et al. (2006)?



OP2a

The physical environment

OPTION

Retail architecture and design

Can you describe store exterior design, including storefront, window displays and landscaping, e.g. Mower et al. (2012)?



Can you describe and evaluate grid, freeform and racetrack store layouts?



Can you describe virtual store layouts, e.g. Vrechopoulos et al. (2004)?



Sound and consumer behaviour

Can you describe and evaluate the key study North et al. (2003) on music and restaurant spending?



Can you explain the effect of background noise on taste, e.g. Woods et al. (2011)?



Atmospherics

Can you describe Mehrabian and Russell's PAD (pleasure, arousal, dominance) model?



Can you explain the effect of odour on consumer behaviour, e.g. Chebat and Michon (2003)?



Can you explain the effect of crowding on consumer behaviour, e.g. Machleit et al. (2000)?



OP2b

The psychological environment

OPTION

Wayfinding and spatial movement

Can you explain wayfinding and the use of signage in shopping environments, e.g. Dogu and Erkip (2000)?



Can you describe trip types (short, round, central, wave) and spatial behaviour types (specialist, native, tourist, explorer, raider)?



Can you describe how CCTV tracking is used to study consumer movement, e.g. Gil et al. (2009)?



Menu design psychology

Can you describe menu design features and the use of eye-tracking, e.g. Pavesic (2005)?



Can you explain primacy, recency and item position on menus, e.g. Dayan and Bar-Hillel (2011)?



Can you explain the effect of food descriptions on choice, e.g. Lockyer (2006)?



Personal space

Can you describe Hall's four zones of personal space and explain overload, arousal and behaviour constraint?



Can you describe and evaluate the key study Robson et al. (2011) on personal space in consumer settings?



Can you explain how people defend a place in a queue, e.g. Milgram et al. (1986)?



OP2c

Consumer decision-making

OPTION

Models and strategies

Can you describe and evaluate utility theory, satisficing and prospect theory?



Can you describe compensatory, non-compensatory and partially compensatory decision strategies?



Can you explain decision-making in internet shopping and website design, e.g. Jedetski et al. (2002)?



Choice heuristics

Can you describe the availability, representativeness, recognition, take-the-best and anchoring heuristics?



Can you explain point-of-purchase pricing and suggestive selling, e.g. Wansink et al. (1998)?



Can you describe consumer decision-making styles, e.g. del Campo et al. (2016)?



Mistakes in decision-making

Can you explain System 1 and System 2 thinking and resulting mistakes, e.g. Shleifer (2012)?



Can you describe and evaluate the key study Hall et al. (2010) on choice blindness?



Can you explain memory for advertising and interference, e.g. Burke and Srull (1988)?



OP2d The product**OPTION****Packaging and positioning**

Can you explain the psychology of gift-wrapping?



Can you describe and evaluate the key study Becker et al. (2011) on food package design?



Can you explain attention and shelf position, planograms and the central gaze cascade effect, e.g. Atalay et al. (2012)?

**Selling the product**

Can you describe customer-focused, competitor-focused and product-focused selling techniques?



Can you explain disrupt-then-reframe and the need for cognitive closure, e.g. Kardes et al. (2007)?



Can you describe Cialdini's six ways to close a sale?

**Buying the product**

Can you describe and evaluate the Engel Kollat Blackwell model of consumer decision-making?



Can you explain how demographics affect store choice, e.g. Sinha et al. (2002)?



Can you explain post-purchase cognitive dissonance, e.g. Nordvall (2014)?

**OP2e Advertising****OPTION****Types and techniques**

Can you describe the five features of the Yale model of communication?



Can you compare advertising media (printed, television, internet, smartphone) and explain the use of eye-tracking and EEG, e.g. Ciceri et al. (2020)?



Can you describe Lauterborn's 4 Cs?

**Advertising and consumer interaction**

Can you describe and evaluate the key study Snyder and DeBono (1985, study 3) on self-monitoring and advertising?



Can you explain product placement, mere exposure and reminders, e.g. Auty and Lewis (2004)?



Brand awareness

Can you explain logo recognition in children, e.g. Fischer et al. (1991)?



Can you explain the role of brand image and slogans, e.g. Kohli et al. (2007)?



OP3a

The patient-practitioner relationship

OPTION

Practitioner and patient interpersonal skills

Can you explain non-verbal communication, including practitioner clothing, e.g. McKinstry and Wang (1991)?



Can you explain verbal communication, including the use of medical terminology, e.g. McKinlay (1975)?



Patient and practitioner diagnosis and style

Can you explain disclosure of information and false positive and false negative diagnoses?



Can you explain how a diagnosis is presented to a patient?



Can you describe and evaluate the key study Savage and Armstrong (1990) on doctor-centred and patient-centred consultation styles?



Misuse of health services

Can you explain delay in seeking treatment, e.g. Safer et al. (1979), using the health belief model?



Can you distinguish Munchausen syndrome from malingering, e.g. Aleem and Ajarim (1995)?



OP3b

Adherence to medical advice

OPTION

Types of non-adherence

Can you describe failure to follow treatment and failure to attend appointments?



Can you explain rational non-adherence, e.g. Laba et al. (2012)?



Can you describe and evaluate the health belief model as an explanation of non-adherence?



Measuring adherence

Can you describe and evaluate interviews as a measure of adherence, e.g. Riekert and Drotar (1999)?



Can you describe and evaluate pill counts and pill dispensers, e.g. Chung and Naya (2000)?



Can you describe and evaluate blood and urine samples as measures of adherence?



Improving adherence

Can you explain ways of improving adherence in children, e.g. Chaney et al. (2004)?



Can you explain the use of contracts, prompts and customised treatment to improve adherence?



Can you describe and evaluate the key study Yokley and Glenwick (1984) on community interventions?



OP3c Pain

OPTION

Types and theories of pain

Can you distinguish acute and chronic pain?



Can you explain phantom limb pain and mirror treatment, e.g. MacLachlan et al. (2004)?



Can you describe and evaluate specificity theory and gate control theory of pain?



Measuring pain

Can you describe and evaluate the clinical interview and the McGill pain questionnaire?



Can you describe and evaluate visual analogue scales, including the key study Brudvik et al. (2016/2017) on pain assessment in children?



Can you describe and evaluate the UAB pain behaviour scale?



Managing pain

Can you describe and evaluate biochemical treatment of pain?



Can you describe and evaluate cognitive strategies, including attention diversion, non-pain imagery and cognitive redefinition?



Can you describe and evaluate acupuncture and TENS?



OP3d Stress

OPTION

Sources of stress

Can you describe the General Adaptation Syndrome and the effects of stress on health?



Can you describe and evaluate Holmes and Rahe's life events as a source of stress?



Can you explain work as a source of stress, e.g. Chandola et al. (2008)?



Can you describe Friedman and Rosenman's Type A personality?



Measures of stress

Can you describe and evaluate heart rate and fMRI as measures of stress, e.g. Wang et al. (2005)?



Can you describe and evaluate salivary cortisol as a measure of stress, e.g. Evans and Wener (2007)?



Can you describe and evaluate self-report questionnaires measuring Type A personality and life events?



Management of stress

Can you describe and evaluate biofeedback, e.g. Budzynski and Stoyva (1969)?



Can you describe and evaluate the key study Bridge et al. (1988) on imagery and relaxation?



Can you describe the three phases of stress inoculation training?



OP3e

Health promotion

OPTION

Strategies for promoting health

Can you describe and evaluate fear arousal as a health promotion strategy, e.g. Janis and Feshbach (1953)?



Can you describe and evaluate providing information, e.g. Lewin et al. (1992)?



Health promotion in schools and worksites

Can you describe health promotion in schools for healthy eating, e.g. Tapper et al. (2003)?



Can you describe health and safety promotion in worksites, e.g. Fox et al. (1987)?



Individual factors in changing health beliefs

Can you explain unrealistic optimism, e.g. Weinstein (1980)?



Can you describe positive psychology, including the pleasant, good and meaningful life, e.g. Seligman (2004)?



Can you describe and evaluate the key study Shoshani and Steinmetz (2014) on positive psychology in schools?



OP4a

Motivation to work

OPTION

Need theories

Can you describe and evaluate Maslow's hierarchy of five needs applied to work, e.g. Saeednia (2011)?



Can you describe and evaluate McClelland's theory of achievement, affiliation and power?



Cognitive theories

Can you describe Latham and Locke's goal-setting principles and SMART goals?



Can you describe and evaluate Vroom's VIE (expectancy) theory?



Motivators at work

Can you describe extrinsic motivators (pay, bonuses, profit-sharing, performance-related pay)?



Can you describe intrinsic motivators (praise, respect, recognition, empowerment, sense of belonging)?



Can you describe Deci and Ryan's self-determination theory (competence, autonomy, relatedness) and evaluate the key study Landry et al. (2019, study 1)?



OP4b

Leadership and management

OPTION

Theories of leadership

Can you describe and evaluate universalist theories: great person, charismatic and transformational leadership?



Can you describe and evaluate behavioural theories, including the Ohio State and Michigan studies?



Can you describe Heifetz's six principles for leading adaptive challenges?



Leadership style

Can you describe Muczyk and Reimann's four leader behaviours?



Can you describe Scouller's public, private and personal levels of leadership?



Can you describe and evaluate the key study Cuadrado et al. (2008) on leadership style and gender?



Leaders and followers

Can you describe Kouzes and Posner's Leadership Practices Inventory and its five practices?



Can you describe Kelley's (1988) followership, including its two dimensions and five styles?



OP4c

Group behaviour in organisations

OPTION

Group development and decision-making

Can you describe Tuckman and Jensen's stages of group development?



Can you describe Belbin's nine team roles?



Can you explain groupthink and Forsyth's cognitive limitations and errors in group decision-making?



Individual and group performance

Can you explain social facilitation and social loafing using drive theory, evaluation apprehension and social impact theory?



Can you explain social loafing across cultures, e.g. Earley (1993)?



Can you describe and evaluate the key study Claypoole and Szalma (2019, experiment 1) on performance monitoring?



Conflict at work

Can you describe intra-individual, inter-individual, intra-group and inter-group conflict and their causes?



Can you describe the Thomas-Kilmann five conflict-handling modes?



Can you describe types, phases and causes of workplace bullying, e.g. Einarsen (1999)?



OP4d

Organisational work conditions

OPTION

Physical work conditions

Can you explain the impact of physical work conditions on productivity and the Hawthorne effect, e.g. Kompier (2006)?



Can you explain the impact of open-plan office design, e.g. Oldham and Brass (1979)?



Temporal conditions of work

Can you define and give examples of rapid and slow rotation shiftwork, on-call working and flexitime?



Can you explain the effects of shiftwork on health and accidents, e.g. Gold et al. (1992)?



Health and safety

Can you explain human errors at work (omission, commission, sequencing and timing) and system errors in operator-machine systems (controls and displays)?



Can you explain how a token economy can reduce accidents at work, e.g. Fox et al. (1987)?



Can you describe and evaluate the key study Swat (1997) on monitoring accidents?



OP4e

Satisfaction at work

OPTION

Theories of job satisfaction

Can you describe and evaluate Herzberg's two-factor theory, including hygiene and motivational factors?



Can you describe and evaluate Hackman and Oldham's job characteristics theory, including job characteristics and psychological states?



Can you describe job enrichment, rotation and enlargement, e.g. Belias and Sklikas (2013)?



Measuring job satisfaction

Can you describe and evaluate rating scales and questionnaires, including the Job Descriptive Index (JDI)?



Can you describe Walton's quality of working life (QWL) and its eight dimensions?



Attitudes to work

Can you describe methods and reasons for workplace sabotage, including the key study Giacalone and Rosenfeld (1987)?



Can you describe Blau and Boal's model of absenteeism and organisational commitment, including types of absence and categories of commitment?

