## **PSY267: Organizational Psychology**

**Section 01: Mondays & Thursdays, 9:30-10:50am (SSB128)**

**Section 02: Mondays & Thursdays, 11:00-12:20am (SSB128)**

**Dr. Jason Dahling**

*Phone:* (609) 771-2582 *Office:* Social Sciences 121

*Email:* dahling@tcnj.edu *Office Hours:* Tu 10-12; W 11-12

**Course Catalog Description:**

(Prerequisite: PSY101). *Psychology Foundation Course*. This course examines current theory and issues in understanding and managing organizational psychology: the study of human behavior in organizational settings. Topics such as motivation, communication, personality, feelings, stress, attitudes and group dynamics are examined from both the perspective of the organizational members (e.g., employees) and the organization. The course has an applied emphasis and should prepare a student for entry and participation in any type of organization. This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.

**Course Purpose:**

No matter what career path you choose, you will eventually work as part of a business organization. Furthermore, you will be a member of many different non-work organizations throughout your life, including professional, social, or religious groups. In this course you will learn theory and applications of Organizational Psychology that will help you to become a more effective member of any organization, help you develop a better work-related understanding about yourself and other people, and expand your potential for career success in the dynamic, complex, and challenging new workplace.

This course serves as a foundation course for the Psychology major and minor. It is required for students who have declared the optional specialization in Industrial/Organizational Psychology.

**Learning Objectives:**

This course satisfies department learning objectives #1 (*Written Communication*), 2 (*Oral Communication*), 5 (*Critical Analysis and Reasoning*), 6 (*Information Literacy*), 12 (*Psychological Knowledge*), 13 (*Applying Psychology*), and 14 (*Career Preparation*). In plain language, I want you to:

* Gain insight into how to be more productive and successful as an individual worker, and how to manage the work of other people in ways that they find motivating and satisfying.
* Apply course concepts and psychological theory to understanding and addressing concrete organizational problems.
* Comfortably discuss and present information about organizational psychology in front of your peers.
* Develop better teamwork and writing skills through the process of completing a structured group assignment.
* Learn what careers in I/O psychology involve and how I/O fits into the broader spectrum of specialization areas within psychology.
* For those students interested in a career in this area, prepare for higher level courses in I/O Psychology or Human Resource Management by learning important foundational material to draw on in future classes.

**Required Text:**

There is no required textbook for this course. All required readings are posted on Canvas for download. It is your responsibility to read and bring these readings to class on the days that we cover them.

**Course Assignments:**

1. **Exams**

There will be two exams during the semester and one final exam during the regularly-scheduled final exam period. All three exams consist of 25 multiple choice questions (50%) and 10 short answer questions (50%). Exam 3 is loosely cumulative; it covers select topics from exams 1 and 2, but emphasizes new topics introduced since exam 2.

1. **Group Project: Written analysis of an organizational problem**

This project builds on the knowledge and skills that you have gained in class. As a group of 3-4 people, you need to identify an organization that you can easily access to identify one or more major problems, utilize organizational theory to describe how the problems arose and how they are maintained, and apply this theory to derive reasonable suggestions to resolve the problem. This project will culminate in a written paper and presentation that you will make in front of the class at the end of the semester. This will be a formal presentation that will include visual aids. Further details will be provided later in the semester.

1. **Class Participation**

Your thoughtful and active participation is essential to the success of this course. You are expected to play an active role in class discussions as well as experiential activities that occur during class time. Attendance does not constitute participation. See the syllabus addendum on Canvas named “Participation Policy” for details on how participation is graded.

**Student Assessment:**

|  |  |
| --- | --- |
| course component | Points |
| Exams (3 @ 100 points each) | 300 |
| Group Project | 150 |
| Class Participation | 50 |
| TOTAL | 500 |

|  |  |  |  |
| --- | --- | --- | --- |
| EARNED Percentage TOTAL | COURSE GRADE | EARNED Percentage TOTAL | COURSE GRADE |
| 93-100% | A | 73-76% | C |
| 90-92% | A- | 70-72% | C- |
| 87-89% | B+ | 67-69% | D+ |
| 83-86% | B | 60-66% | D |
| 80-82% | B- | <60% | F |
| 77-79% | C+ |  |  |

# Extra Credit:

There are two mechanisms to earn a maximum of 10 points of extra credit in this class:

1. You can earn a maximum of 5 points of extra credit through research participation. One option is to participate in a study that we will be conducting in class on motivation and academic performance. Alternatively, you can sign up for other research studies through PIPER. Each PIPER point, awarded for a half hour of participation, translates into 1 point of extra credit. Please bear in mind that extra credit opportunities will not be available on PIPER until mid-semester to give those students in courses with mandatory research obligations adequate time to complete their quota. ([http://](http://www.tcnj.edu/~piper)piper.pages.tcnj.edu)
2. You can earn a maximum of 5 points of extra credit through ungraded, progress check quizzes that I will give at the beginning of every class meeting with a lecture. I will randomly take up five of these quizzes during the course of the semester and award a point of credit to each person who completed the quiz, regardless of the correctness of the answers given. You must be in class to complete the quiz to earn these points; students who are absent or tardy will not have an opportunity to make up the quiz when it is taken up for credit.

**Assignments and Communication Policy:**

Any required readings outside of the textbook will be posted on Canvas for you to download. It is your responsibility to read these articles and bring them to class. Each day you will be expected to read 1-2 chapters, cases, or articles. Read the materials carefully because you will be expected to discuss the readings and have sufficient understanding to participate in class activities. *Please note* that unannounced quizzes will be implemented if I find that students are coming to class unprepared. I will use Canvas for all course communication about assignments and class meetings. If you do not use your TCNJ e-mail account, please forward e-mail from that account to the account that you check regularly.

# Policies on Testing and Late Assignments:

The syllabus notes the dates of tests and due dates of projects. I set these deadlines well in advance so that you should have no problems meeting them. Accordingly, make-up tests will not be provided except in extreme extenuating circumstances, defined at my discretion, and supported with documentation. Because projects are group endeavors that are due at the end of the semester, late projects will not be accepted under any circumstances. Please note that students are not permitted to leave the classroom during exams except in cases where accommodations have been made through Disability Support Services. Moreover, students are not allowed to have cell phones, laptops, iPods, or other personal electronic devices on and in view during exams.

# Attendance and Participation:

Attendance is expected in accordance with College attendance policy, as explained in full here: <http://policies.tcnj.edu/policies/digest.php?docId=8162\>

Participation is graded as explained above. If you do miss class, it is your responsibility to find out what you missed.

**Disability Policy:**

**Any student who has a documented disability and is in need of academic accommodations should notify me during the first week of classes and contact Disability Support Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. See here for more information:** <http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

**Academic Integrity and Student Conduct:**

Cheating and plagiarism are serious violations of the College’s Academic Integrity Policy and will be dealt with accordingly. It is your responsibility to familiarize yourself with this policy, available in full here: <http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642>

I will refer any violations to the Academic Integrity Officer for the School of Humanities & Social Sciences, Dr. James Taylor (Philosophy), for review. I also expect that you understand and agree to behave in a manner consistent with the TCNJ Code of Student Conduct, particularly concerning the dignity with which you should treat your classmates:

<http://conduct.pages.tcnj.edu/>

In the interest of promoting academic integrity, all work submitted to Canvas will be subjected to a plagiarism scan. Please note that the result of this scan is that your work will be stored anonymously within the Turn-It-In system to be compared against future submissions made by other students.

**Course Outline Model:**



**Tentative Course Schedule:**

The schedule of topics and due dates is subject to change. Any changes from this schedule will be announced in class and via email through Canvas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | | **Topics & Reading for Class** | **Items Due** |
| Jan | 26 | ***Overview of I/O Psychology***  Helms, J.L., & Rogers, D.T. (2011). Careers in industrial and organizational psychology. In J.L. Helms & D.T. Rogers (Eds.), *Majoring in psychology: Achieving your educational and career goals* (pp. 156-173). Malden, MA: Wiley-Blackwell. |  |
|  | 29 | ***Criteria: Job Performance***  Bolino, M.C., & Turnley, W.H. (2005). The personal costs of citizenship behavior: The relationship between individual initiative and role overload, job stress, and work-family conflict. *Journal of Applied Psychology, 90,* 740-748. | Article outline for discussion |
| Feb | 2 | ***Criteria: Rule Breaking & Deviance***  Litzky, B.E., Eddleston, K.A., & Kidder, D.L. (2006). The good, the bad, and the misguided: How managers inadvertently encourage deviant behaviors. *Academy of Management Perspectives, 20,* 91-103.  **Case**: Do Something – He’s About to Snap |  |
|  | 5 | ***Criteria: Rule Breaking & Deviance***  Kim, E., & Glomb, T.M. (2010). Get smarty pants: Cognitive ability, personality, and victimization. *Journal of Applied Psychology, 95,* 889-901. |  |
|  | 9 | ***Criteria: Withdrawal Behaviors***  Holtom, B.C., Mitchell, T.R., & Lee, T.W. (2006). Increasing human and social capital by applying job embeddedness theory. *Organizational Dynamics, 35,* 316-331.  **Case**: Why are we losing our good people? |  |
|  | 12 | ***Individual Mechanisms: Work Motivation***  Latham, G.P. (2001). The importance of understanding and changing employee outcome expectancies for gaining commitment to an organizational goal. *Personnel Psychology, 54,* 707-716. |  |
|  | 16 | ***Individual Mechanisms: Work Motivation***  Kohn, A. (1993). Why incentive plans cannot work. *Harvard Business Review, 71* (5)*,* 54-63. (Also watch related RSA video linked on Canvas)  **Case**: Jinjian Garment Factory |  |
|  | 19 | ***Individual Mechanisms: Emotions at Work***  Barsade, S.G., & Gibson, D.E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives, 21,* 36-59. |  |
|  | 23 | **Exam 1** | |
|  | 26 | ***Individual Mechanisms: Job and Career Attitudes***  Brief, A.P., Butcher, A.H., & Roberson, L. (1995). Cookies, disposition, and job attitudes: The effects of positive mood-inducing effects and negative affectivity on job satisfaction in a field experiment. *Organizational Behavior and Human Decision Processes, 62,* 55-62.  Arvey, R.D., Harpaz, I., & Liao, H. (2004). Work centrality and post-award work behavior of lottery winners. *The Journal of Psychology, 138,* 404-420. |  |
| Mar | 2 | ***Individual Mechanisms: Vocational Identity and Interests***  Bergman, M.E., & Chalkley, K.M. (2007). “Ex” marks a spot: The stickiness of dirty work and other removed stigmas. *Journal of Occupational Health Psychology, 12,* 251-265. |  |
|  | 5 | ***Small Group Mechanisms: Organizational Justice and Fairness Perceptions***  Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden costs of pay cuts. *Journal of Applied Psychology, 75,* 561-568.  Tripp, T.M., Bies, R.J., & Aquino, K. (2002). Poetic justice or petty jealousy? The aesthetics of revenge. *Organizational Behavior and Human Decision Processes, 89,* 966-984. |  |
|  | 9 | ***Small Group Mechanisms: Psychological Contracts and Trust***  Rousseau, D.M. (2004). Psychological contracts in the workplace: Understanding the ties that motivate. *Academy of Management Executive, 18,* 120-127.  **Case**: When Salaries Aren’t Secret |  |
|  | 12 | ***Small Group Mechanisms: Teamwork***  Jassawalla, A., Sashittal, H., & Malshe, A. (2009). Students’ perceptions of social loafing: Its antecedents and consequences in undergraduate business classroom teams. *Academy of Management Learning & Education, 8,* 42-54. |  |
|  | 16-20 | **Spring Break** | |
|  | 23 | ***Small Group Mechanisms: Diversity***  Livingston, R.W., & Pearce, N.A. (2009). The Teddy-Bear Effect: Does having a baby face benefit Black Chief Executive Officers? *Psychological Science, 20,* 1229-1236.  **Case**: The Best of Intentions |  |
|  | 26 | ***Small Group Mechanisms: Diversity***  Morgan, W.B., Walker, S.S., Hebl, M.R., & King, E.B. (2013). A field experiment: Reducing interpersonal discrimination toward pregnant job applicants. *Journal of Applied Psychology.*  **Case**: Gen Y in the Workforce | Project overview |
|  | 30 | **Exam 2** | |
| Apr | 2 | ***Organizational Mechanisms: Leadership***  Van Vugt, M., & Spisak, B.R. (2008). Sex differences in the emergence of leadership during competitions within and between groups. *Psychological Science, 19,* 854-858. |  |
|  | 6 | ***Organizational Mechanisms: Leadership***  Javidan, M., Dorfman, P.W., de Luque, M.S., & House, R.J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives, 20,* 67-90. |  |
|  | 9 | ***Organizational Mechanisms: Structure***  Anand, N., & Daft, R.L. (2007). What is the right organization design? *Organizational Dynamics, 36,* 329-344.  **Case**: Wild Wear |  |
|  | 13 | ***Organizational Mechanisms: Social Networks***  Casciaro, T., & Lobo, M.S. (2005). Competent jerks, lovable fools, and the formation of social networks. *Harvard Business Review, 83,* 92-99. |  |
|  | 16 | ***Organizational Mechanisms: Culture***  Van Maanen, J. (1991). The smile factory: Work at Disneyland. In P.J. Frost, L.F. Moore, M.R. Louis, C.C. Lundberg, & J. Martin (Eds.), *Reframing organizational culture* (pp. 58-76). Newbury Park, CA: Sage |  |
|  | 20 | ***Organizational Mechanisms: Work-Family Balance***  Major, D.A., & Lauzun, H.M. (2010). Equipping managers to assist employees in addressing work-family conflict: Applying the research literature toward innovative practice. *The Psychologist-Manager Journal, 13,* 69-85.  **Case**: Off-ramp – or Dead End? |  |
|  | 23 | ***Finalize Project – No Class Meeting*** | Project slides & paper due |
|  | 27 | ***Organizational Mechanisms: Organizational Change & Development***  Kotter, J.P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review, 85* (1), 96-103.  **Case**: Daimler-Chrysler |  |
|  | 30 | ***Open Day in Schedule for Weather or Other Calamities -***  ***if unused, becomes free day for presentation practice*** | |
| May | 4 | **Presentation Day 1** | |
|  | 7 | **Presentation Day 2** | |
|  | ?? | **Exam 3, during scheduled final exam period** | |