

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology

Course No.: PY 556

Title of Course: Organizational Psychology

Date: 8/15/2015

Please check: **NEW**
 Revision

I. Catalog Description (Credit Hours of Course):

Theory, research, and practice in the understanding of such topics as job satisfaction, work motivation/performance, leadership, conflict resolution, and others. (3 credit hours)

II. Co- or Prerequisite(s):

None

III. Purposes or Objectives of the Course (optional):

- 1) To explore the historical forces that have shaped current views in organizational psychology.
- 2) To gain an appreciation of the science-practice gap in the field and to critically evaluate and contribute to proposed solutions.
- 3) To become knowledgeable of the major theoretical approaches in each area of organizational psychology.
- 4) To become proficient at critically assessing theory and research relevant to organizational psychology.

IV. Student Learning Outcomes (Minimum of 3):

- 1) Compare theories and approaches within the field of organizational psychology.
- 2) Describe and discuss important constructs in organizational research (e.g., job satisfaction, work-family conflict, employee motivation and performance, workplace diversity, etc.).
- 3) Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

V. Optional departmental/college requirements:

N/A

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. Introduction to Organizational Psychology (3 class hours)
- B. Conducting Research in Organizational Psychology (3 class hours)
- C. Person-Organization Fit and Organizational Socialization (3 class hours)
- D. Work-Family Conflict (3 class hours)
- E. Organizational Citizenship Behavior (3 class hours)
- F. Counterproductive Work Behavior (3 class hours)
- G. Employee Stress and Well-Being (3 class hours)
- H. Job Satisfaction and Organizational Commitment (3 class hours)
- I. Theories of Motivation (3 class hours)
- J. Organizational Applications of Motivation Theory (3 class hours)
- K. Organizational Leadership (3 class hours)
- L. Organizational Diversity and Team Dynamics (3 class hours)
- M. Organizational Theory and Design (3 class hours)
- N. Organizational Culture and Climate (3 class hours)
- O. Organizational Change and Development (3 class hours)

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

PY 556 – ORGANIZATIONAL PSYCHOLOGY

Section 001
Southeast Missouri State University
Fall 2016

Professor: Jeremy D. Heider, Ph.D.
Class Location: SC 413
Meeting Times: MWF 10:00-10:50
Credit Hours: 3
Department: Psychology (SC 404)
Office Location: SC 414
Office Hours: TR 8:30-10:00; or by appointment
Phone Number: (573) 651-2437
E-mail: jheider@semo.edu

Text & Materials:

Text:

Jex, S. M., & Britt, T. W. (2014). *Organizational psychology: A scientist-practitioner approach* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

Required Readings:

- Armstrong, G. S., Atkin-Plunk, C. A., & Wells, J. (in press). The relationship between work–family conflict, correctional officer job stress, and job satisfaction. *Criminal Justice and Behavior*. [Chapter 4]
- Arthur, W., Bell, S. T., Villado, A.J., & Doverspike, D. (2006). The use of person-organization fit in employment decision making: An assessment of its criterion-related validity. *Journal of Applied Psychology, 91*, 786-801. [Chapter 3]
- Avolio, B. J., Howell, J. M., & Sosik, J. J. (1999). A funny thing happened on the way to the bottom line: Humor as a moderator of leadership style effects. *Academy of Management Journal, 42*, 219-227. [Chapter 11]
- Bacharach, S. B., & Bamberger, P. A. (2007). 9/11 and New York City firefighters' post hoc unit support and control climates: A context theory of the consequences of involvement in traumatic work-related events. *Academy of Management Journal, 50*, 849-868. [Chapter 14]
- Becker, T. E., Billings, R. S., Eveleth, D. M., & Gilbert, N. L. (1996). Foci and bases of employee commitment: Implications for job performance. *Academy of Management Journal, 39*, 464-482. [Chapter 8]
- Byron, K. (2008). Carrying too heavy a load? The communication and miscommunication of emotion by email. *Academy of Management Review, 33*, 309-327. [Chapter 7]
- Corley, K. G., & Gioia, D. A. (2011). Building theory about theory building: What constitutes a theoretical contribution? *Academy of Management Review, 36*, 12-32. [Chapter 2]
- Cortina, J. M., & Landis, R. S. (2008). When small effect sizes tell a big story, and when large effect sizes don't. In C. E. Lance & R. J. Vandenberg (Eds.), *Statistical and methodological myths and urban legends: Received doctrine, verity, and fable in the organizational and social sciences*. Mahwah, NJ: Lawrence Erlbaum. [Chapter 2]
- Farrell, S. K., & Finkelstein, L. M. (2007). Organizational citizenship behavior and gender: Expectations and attributions for performance. *North American Journal of Psychology, 9*, 81-96. [Chapter 5]
- Finkelstein, L. M., & Poteet, M. L. (2007). Best practices in formal mentoring programs in organizations. In T. Allen & L. Eby (Eds.), *The Blackwell handbook of mentoring* (pp. 345-368). Malden, MA: Blackwell Press. [Chapter 3]
- Grant, A. M., Campbell, E. M., Chen, G., Cottone, K., Lapedis, D., & Lee, K. (2007). Impact and the art of motivation maintenance: The effects on contact with beneficiaries on persistence behavior. *Organizational Behavior and Human Decision Processes, 103*, 53-67. [Chapter 9]
- Hakanen, J. J., Schaufeli, W. B., & Ahola, K. (2008). The job demands-resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement. *Work and Stress, 22*, 224-241. [Chapter 7]
- Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for organizational change: The systematic development of a scale. [Chapter 15]

- Katzell, R. A., & Austin, J. T. (1992). From then to now: The development of industrial-organizational psychology in the United States. *Journal of Applied Psychology*, 77, 803-835. [Chapter 1]
- Klehe, U. C., & Anderson, N. (2007). Working hard and working smart: Motivation and ability during typical and maximum performance. *Journal of Applied Psychology*, 92, 978-992. [Chapter 10]
- Raver, J. L., & Nishii, L. H. (2010). Once, twice, or three times as harmful? Ethnic harassment, gender harassment, and generalized workplace harassment. *Journal of Applied Psychology*, 95, 236-254. [Chapter 6]
- Roethlisberger, F. J. (1989). The Hawthorne experiments. In W. E. Nately & J. S. Gilberg (Eds.), *Classics of organizational behavior* (pp. 3-13). Danville, IL: Interstate. [Chapter 1]
- Russo, M. V., & Harrison, N. S. (2005). Organizational design and environmental performance: Clues from the electronics industry. *Academy of Management Journal*, 48, 582-593. [Chapter 13]
- Tsui, A. S., Xin, K. R., & Egan, T. D. (1995). Relational demography: The missing link in vertical dyad linkage. In Jackson, S. E., & Ruderman, M. N. (Eds.), *Diversity in work teams: Research paradigms for a changing workplace* (pp. 97-129). Washington, DC: American Psychological Association. [Chapter 12]
- Yam, K. C., Reynolds, S. J., & Hirsch, J. B. (2014). The hungry thief: Physiological deprivation and its effects on unethical behavior. *Organizational Behavior and Human Decision Processes*, 125, 123-133. [Chapter 6]

Note. A guiding principle in this (and any) course is to **READ EARLY and READ OFTEN**. You will maximize the benefits of class discussions by completing the assigned readings before we cover them in class, and you will be better prepared for assignments if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and discussions.

Course Description:

Bulletin Description:

Theory, research, and practice in the understanding of such topics as job satisfaction, work motivation/performance, leadership, conflict resolution, and others.

Dr. J's Description (the real scoop!):

Welcome to organizational psychology! This course is designed as an intensive survey (code for “lots of reading”) of the major topics across the field of organizational psychology. We will explore both historical and contemporary forces that have shaped the field to help you gain an appreciation of the science-practice gap in the field and critically evaluate and contribute to proposed solutions. As part of this process, you will be exposed to multiple research methodologies used in organizational settings and gain the ability to assess a variety of theoretical approaches and identify avenues for future research.

Course Objectives:

- To explore the historical forces that have shaped current views in organizational psychology.
- To gain an appreciation of the science-practice gap in the field and to critically evaluate and contribute to proposed solutions.
- To become knowledgeable of the major theoretical approaches in each area of organizational psychology.
- To become proficient at critically assessing theory and research relevant to organizational psychology.

Student Learning Outcomes (SLOs):

Students with a passing grade in this course should be able to:

- Compare theories and approaches within the field of organizational psychology.
- Describe and discuss important constructs in organizational research (e.g., job satisfaction, work-family conflict, employee motivation and performance, workplace diversity, etc.).
- Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

Means of Assessment:

In this course, students will demonstrate the course outcomes in the following ways:

- Participation in class discussions (including generating novel questions for discussion) and demonstrations.

- Performance on short (400-500 words) research papers, including the delivery of a class presentation based on one of those papers.
- Completion of an empirical paper and an associated class presentation based on the development of a novel research proposal.

Course Requirements:

Discussion Questions:

For each course topic, we will have some class time devoted to discussion. In order to facilitate this discussion, you will be required to prepare a minimum of two discussion questions for each topic. You will e-mail your questions to me (jheider@semo.edu) the evening before class so I can compile them into one list that will be used to guide that day's discussion.

Notes. With limited exceptions, most course topics will include textbook chapters and supplemental journal articles. In those cases, at least one of your discussion questions should focus on the textbook chapter(s) and at least one question should focus on an article.

Extension Papers and Presentation:

Even though organizational psychology is a largely applied field, it is still very research-driven. One of the most important research skills to develop is *extending* past research by designing new studies to address gaps in the literature. Toward this end, you will write a total of five extension papers over the course of the term. For example, you might select the Farrell and Finkelstein (2007) reading, and write an extension paper based on that reading.

What is an extension paper? Basically, I want you to imagine you are a researcher interested in the topic discussed within the reading. Now imagine I'm asking you to design the *next* study (or series of studies) in this line of research. In other words, the Farrell and Finkelstein (2007) paper contains three studies. What do you think Study 4 should be? The key to this process is identifying limitations (i.e., flaws) in the paper that you would like to see addressed in future research. Was an important IV or DV left out of the original studies? Is there a better way to operationalize and/or measure one of these variables? Did the original studies examine the wrong (or merely a limited) population? Etc...

Extension papers must be **typed, single-spaced, and between 400 and 500 words in length (seriously!)**. And please remember – grammar and spelling count! Papers with mistakes in these areas will **DEFINITELY** lose points.

Note. I realize this is not an English class. However, good writing skills are fundamental and transcend course topic. Therefore, take the time to write, proofread, and edit your work. These papers can significantly help your course grade or they can hurt it if you do not take them seriously. There are many free resources if you do not feel confident about your writing. You could make an appointment to have me review a draft, make an appointment to meet with a writing tutor in the library, have a friend give you feedback, and so on.

At one point during the semester, you will also be delivering a class presentation based on one of your extension papers. This presentation should be approximately 8-10 minutes in length, and should present a synopsis of your extension idea.

Once an extension paper is graded, I will return it to you via e-mail as a file attachment. This file will include specific feedback regarding your grade, so please do not ask me questions about why you received a certain score unless you have already read my feedback. Also please note that in order to see my feedback in its entirety, *you must view the file on a computer/device that has Microsoft Word*. Most smartphones and tablets do not actually have Word; they merely have a “viewer” app that provides a brief preview of Word documents without actually having the features of the full program.

Research Proposal and Presentation:

The most substantial assignment for this course will be to develop an original research proposal that addresses an issue relevant to the field of organizational psychology. The main body of your proposal (i.e., excluding title page, abstract, references, etc.) should be 12-15 pages in length and conform to current APA style guidelines. Proposals should: (1) identify and address a specific gap in the research literature, (2)

include an overview of the relevant research that logically leads to specific and testable research hypotheses, and (3) provide a research design that is both practical and capable of addressing the research question(s).

Your research proposal efforts will result in an APA-style paper and a class presentation. The paper should include a title page, abstract page, an introduction, a proposed methods section, a proposed analysis section, a reference page, and at least one table or figure.

Your proposal is due on the last day of class (**Friday, 12/9**). Please turn in a one-paragraph overview of your topic on or before **Monday, 10/3**. Also include an annotated bibliography containing at least five (5) references that you have read in the process of choosing your topic. Historically, many students have gone on to develop this kind of assignment into either master's theses, doctoral dissertations, or independent research projects, so take advantage of this opportunity!

Class Participation:

As noted later in this syllabus (see p. 7), although class attendance is not mandatory, you are expected to attend every class meeting. But beyond mere class attendance, I expect students in my courses to *actively participate* in the learning process by asking questions, contributing to discussions, taking part in class activities and demonstrations, and so on. A small portion of your semester grade will come from the degree to which you fulfill these duties.

Grading Policy:

<i>Material</i>	<i>Possible Points</i>	<i>% of Total Points</i>
Discussion Questions:	30	10%
Extensions:		
Papers (5)	75 (15 per paper)	25%
Presentation	30	10%
Research Proposal:		
Paper	90	30%
Presentation	45	15%
Class Participation:	30	10%
	300	100%

Grading Scale:

A	=	270-300 pts
B	=	240-269.5
C	=	210-239.5
D	=	180-209.5
F	=	179.5 or less

Note. These grade cutoffs are FIRM. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267...), don't even bother asking me if I will round your grade up to an A. I won't.

Attendance Policy (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, p. 19):

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In other words, class attendance is extremely important. You are expected to attend *every* scheduled class meeting (see course schedule on pp. 10-11), because lectures, class discussions, activities, demonstrations – and most importantly, **your participation** – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely.

Academic Honesty (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, pp. 20-23):

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the student handbook. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Translation? **DON’T CHEAT.**

Civility (see <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>):

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

I expect every student in my courses to be good community members by remembering to **CONSIDER THE NEEDS OF OTHERS**. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don’t be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) **SILENCE YOUR CELL PHONES OR OTHER DEVICES THAT MAKE NOISE**. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please **SHOW RESPECT FOR OTHERS’ IDEAS AND OPINIONS**. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

Accommodations for Students with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/index.htm> or contact Disability Support Services at 573-651-2273.

Technology:

As noted above, some of your assignments will be written in Microsoft Word and submitted electronically. Southeast provides you with access to both Word and the internet via on-campus computer labs, so all students should have no problems using these technologies for our course.

Unlike some instructors, I **DO** allow the use of portable electronic devices in my classroom (e.g., phones, tablets, laptops, etc.). However, I fully expect these devices to be silenced (see previous section on “Civility”) and primarily used for class-related purposes. For example, if you want to use Google to find a certain fact that might contribute to a class discussion, I encourage you to do so. On the other hand, texting your BFF about Katy Perry’s latest hairstyle is discouraged. I’m not saying I will take your device away in such circumstances, but please know that whenever you use a device for non-class purposes, you are only hurting yourself by missing out on potentially important class-related information.

This course will utilize the **Moodle** online system to facilitate learning and communication. The Moodle page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

Note: I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don’t make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won’t!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into Moodle, go to <http://learning.semo.edu>. This will take you to the login page (your user name and password are the same ones you use to log into the mySoutheast portal).

Questions/Comments:

Questions, comments or requests regarding this course should be taken to the instructor. Unresolved issues involving this class may be taken to Dr. Leslee Pollina, Chair of the Department of Psychology (573-651-2835 or lpollina@semo.edu).

Course Calendar:

Note. This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

Week 1 (8/22, 8/24, 8/26):

Introduction to Organizational Psychology (Jex & Britt, Ch 1; Katzell & Austin, 1992; Roethlisberger, 1989)

Week 2 (8/29, 8/31, 9/2):

Conducting Research in Organizational Psychology (Jex & Britt, Ch 2; Corley & Gioia, 2011; Cortina & Landis, 2008)

NO CLASS MONDAY, 9/5 (LABOR DAY)

Week 3 (9/7, 9/9):

Person-Organization Fit and Organizational Socialization (Jex & Britt, Ch 3; Arthur et al., 2006; Finkelstein & Poteet, 2007)

Week 4 (9/12, 9/14, 9/16):

Work-Family Conflict (Jex & Britt, Ch 4; Armstrong et al., in press)

Week 5 (9/19, 9/21, 9/23):

Organizational Citizenship Behavior (Jex & Britt, Ch 5; Farrell & Finkelstein, 2007)

Week 6 (9/26, 9/28, 9/30):

Counterproductive Work Behavior (Jex & Britt, Ch 6; Raver & Nishii, 2010; Yam et al., 2014)

Week 7 (10/3, 10/5, 10/7):

Employee Stress and Well-Being (Jex & Britt, Ch 7; Byron, 2008; Hakanen et al., 2008)

Week 8 (10/10, 10/12, 10/14):

Job Satisfaction and Organizational Commitment (Jex & Britt, Ch 8; Becker et al., 1996)

Week 9 (10/17, 10/19, 10/21):

Theories of Motivation (Jex & Britt, Ch 9; Grant et al., 2007)

Week 10 (10/24, 10/26, 10/28):

Organizational Applications of Motivation Theory (Jex & Britt, Ch 10; Klehe & Anderson, 2007)

Week 11 (10/31, 11/2, 11/4):

Organizational Leadership (Jex & Britt, Ch 11; Avolio et al., 1999)

Week 12 (11/7, 11/9, 11/11):

Organizational Diversity and Team Dynamics (Jex & Britt, Ch 12; Tsui et al., 1995)

Week 13 (11/14, 11/16, 11/18):

Organizational Theory and Design (Jex & Britt, Ch 13; Russo & Harrison, 2005)

NO CLASS MONDAY, 11/21, WEDNESDAY, 11/23, OR FRIDAY, 11/25 (FALL/THANKSGIVING BREAK)

Week 14 (11/28, 11/30, 12/2):

Organizational Culture and Climate (Jex & Britt, Ch 14; Bacharach & Bamberger, 2007)

Week 15 (12/5, 12/7, 12/9):

Organizational Change and Development (Jex & Britt, Ch 15; Holt et al., 2007)

FINAL EXAM MEETING: MONDAY, 12/12, 10:00-12:00 (regular classroom)