

PSY 506-001: Organizational Psychology (3 credits)**Fall 2009**

Thursdays, 5:30 – 8:00 PM

Holt Hall 307

Instructor: Dr. Chris Cunningham**E-mail:** Chris-Cunningham@utc.edu**Office:** 350A Holt Hall (Psychology)**Phone:** 423-425-4264**Instructor background:** <http://www.utc.edu/Faculty/Chris-Cunningham>**Office hours:** By appointment, whenever you would like. Drop-ins are also welcome. Before you come to see me with questions, please write them out and bring them along with your course materials. This will help us optimize our time together.**Course Description and Goals**

This course will introduce you to the O side of I-O psychology. My goal is to broadly cover the field so you can have a taste of what organizational psychology is all about. Your job is to engage with the material and dig more deeply into an area of organizational psychology that interests you the most. Toward that end there are several goals for this class that we will work toward together:

1. Learning about organizational psychology, broadly defined
2. Understanding why both I and O perspectives are important for employees and organizations
3. Developing an interest in some area of organizational psychology and becoming especially knowledgeable about that area
4. Improving your technical writing skills
5. Improving your technical presentation skills
6. ??

Required Text and Materials

Readings for this course will come from the following textbook and from the attached list of weekly readings. Most supplemental readings are available through Lupton Library's journal collection. To make it easy for you, I'll try to post direct links to these articles and/or printable copies on our course UTOnline site (*don't say I never gave you nothin'* ☺).

- Jex, S. M., Britt, T. W. (2008). *Organizational Psychology: A scientist-practitioner approach* (2nd ed.). Hoboken: John Wiley & Sons, Inc.

This text has been ordered and should be available at the UTC bookstore.

Course Details

You will earn your grade in this course by engaging in the process of learning about organizational psychology. One way I can help you to do this is by distributing my evaluation of your knowledge across multiple components. The following sections detail how these multiple components fit together and are combined into your final course grade.

Participation & Reactions (out of 40 points)

Classes will be a mix of lecture by me and student facilitators, and discussion/activities involving all of us. Your active involvement as a prepared student is required. This means you will need to be able to ask and answer relevant questions about each day's particular topic. The best way to prove your engagement with the class is to ask and answer questions in class. To help those of you who are shy (start getting over it now), your participation credits will also be partially associated with three reaction papers that you must turn in at various points through the semester. These reaction papers will be technical summaries and integrations of a chunk of assigned readings; each paper should be 3 to 5 pages long. The due dates and rough topical connections of these are listed in the tentative course schedule.

Adding Extra Depth: Weekly Research Presentations (out of 25 points)

Each week a student will be responsible for providing the group with a summary presentation of one research-based article related to the topics at hand. This article may be one of the assigned readings for the week (if it is empirical) or an independently chosen reading that matches your interests and the week's topic. *Regardless, it is your responsibility to check your article with me before you*

prepare it for presentation. In these presentations you should address the: (1) purpose of the study and its rationale, (2) hypotheses and their nature, (3) method used (strengths and limitations included), (4) analyses and results, (5) main take home points, and (6) what you feel could be done to replicate with a better study. These presentations are a chance for you to hone your *technical* presentation skills and they are a chance for all of us to learn from your understanding of the material and how it fits within your areas of interest. As such you may not skim over the research designs, analyses, and results – this is why you need to plan ahead on these presentations.

Mid-Course Examination (out of 100 points, 25 for the short answers and 75 for the longer answers)

Approximately half-way through the course we will have an examination. This examination will evaluate your knowledge of basic concepts covered up to this point with a series of short answer questions and a set of longer essay-type responses. These questions will be based on the material covered up to the time of this exam. A study guide in the style of your second year comprehensive exams will be distributed as we get closer to this exam.

Literature Review (out of 100 points 85% for the written part and 15% for the final presentation)

At the end of the semester you will hand in a literature review that could serve as the foundation for a future study (perhaps a thesis...). In addition to the written review, you will also present a formal summary of this work to your whole class. This review will serve as evidence to me that you have explored, in-depth, a particular organizational psychology topic that interests you. This paper must, therefore, be focused on some element of organizational psychology. More details of things to watch out for as you work on this paper are included at the end of this syllabus. Additional tips/suggestions about writing reviews have been posted to our course website. Your final paper should demonstrate a careful investigation of the topic and should showcase your ability to synthesize information into a meaningful discussion of a real and important organizational psychology issue. The following structure must be followed for you to earn full credit on your final paper:

- **A one-page statement of your proposed topic due to Dr. C at the beginning of class on 9/3.**
- **A full outline due by Monday 10/5 at 5:00 pm.**
- **A complete rough draft due by Monday 11/9 at 5:00 pm.**
- **The final paper due by Tuesday 11/24 at 5:00 pm.**
- **Final professional presentation (to be assigned in one of last two classes)**

Take-Home Final Exam (out of 100 total points, 33 1/3 points per question)

Three integrative (i.e., comprehensive exam style) questions will be presented and you will need to do your best to respond to each of them as directed. More information and details will be provided as we get closer to the end of the course.

Grading

I do not “give” grades; you earn them. At the end of the semester the total number of points you earned across these multiple components will be summed and your grade will be determined by comparing it against the following (out of a total possible ** points):

<u>Grade</u>	<u>Point range earning this grade</u>
A	329 – 365
B	292 – 328
C	Below 292

Support

You are always welcome to speak with me if you have course-related questions. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing) and think that you might need special assistance or a special accommodation in this class or any other class, you should call or stop by the Office for Students with Disabilities at 425-4006 or in 110 Frist Hall. Also, if you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438, or walk in to see a counselor between the hours of 9:00 am to noon and 1:00 pm to 3:00 pm Monday through Friday. They are located in room 338 of the University Center.

Tentative Course Schedule
(Any updates will be announced in class)

Week 1 (Class on 8/20)

- Course overview
- Assign weekly presentations, initial discussions
- Discuss strategies for reading/writing about I-O research

Week 2: Intro to Org Psych and its methods (Class on 8/27)

- Text chapters 1 (pp. 1-20) and 2 (pp. 21-57)
- Austin, J. T., & Villanova, P. (1992). The criterion problem: 1917-1992. *Journal of Applied Psychology*, 77(6), 836-874.
- Currall, S. C., & Towler, A. J. (2003). Research methods in management and organizational research: Toward integration of qualitative and quantitative techniques. In A. Tashakkori, & C. Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research* (pp. 513-526). Thousand Oaks: SAGE Publications. \Edwards, J. R. (2008). To prosper, organizational psychology should ... overcome methodological barriers to progress. *Journal of Organizational Behavior*, 29(4), 469-491. DOI: 10.1002/job.529
- Spector, P. E. (2001). Research Methods in Industrial and Organizational Psychology: Data Collection and Data Analysis with Special Consideration to International Issues. In N. Anderson, D. S. Ones, H. K. Sinangil, C. Viswesvaran (Eds.). *Handbook of industrial, work and organizational psychology* (pp. 10-26). Thousand Oaks, CA: Sage.

Week 3: Attraction & Socialization (Class on 9/3)

- **One-page summary proposal of lit review due at beginning of class**
- Text chapter 3 (pp. 59-94)
- Allen, D. G. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management*, 32, 237-256.
- Chapman, D. S., Uggerslev, K. L., Carroll, S. A., Piasentin, K. A., & Jones, D. A. (2005). Applicant attraction to organizations and job choice: A meta-analytic review of the correlates of recruiting outcomes. *Journal of Applied Psychology*, 90(5), 928-944.
- Morrison, E. W. (2002). Newcomers' relationships: the role of social network ties during socialization. *Academy of Management Journal*, 45(6), 1149-1160.
- Rynes, S. L., & Barber, A. E. (1990). Applicant attraction strategies: an organizational perspective. *Academy of Management Review*, 15(2), 286-310.

Week 4: Productivity and Counterproductivity (Class on 9/10)

- **Reaction paper #1 due in class: Topic is Week 2 and 3**
- Text chapters 4 (pp. 95-130) and 6 (pp. 167-198)
- Johnson, J. W. (2001). The relative importance of task and contextual performance dimensions to supervisor judgments of overall performance. *Journal of Applied Psychology*, 86(5), 984-996.
- Sackett, P. R., Berry, C. M., Wiemann, S. A., & Laczo, R. M. (2006). Citizenship and counterproductive behavior: Clarifying relations between the two domains. *Human Performance*, 19(4), 441-464.
- Spector, P. E., Fox, S., Penney, L. M., Bruursema, K., Goh, A., & Kessler, S. (2006). The dimensionality of counterproductivity: Are all counterproductive behaviors created equal? *Journal of Vocational Behavior*, 68(3), 446-460. doi:10.1016/j.jvb.2005.10.005
- Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94(1), 122-141. DOI: 10.1037/a0013079

Week 5: Motivation (Class on 9/17)

- Text chapters 8 (pp. 233-267) and 9 (pp. 269-302)
- Katzell, R. A., & Thompson, D. E. (1990). Work motivation: Theory and practice. *American Psychologist*, 45(2), 144-153.
- Peterson, S. J., & Luthans, F. (2006). The impact of financial and nonfinancial incentives on business-unit outcomes over time. *Journal of Applied Psychology*, 91(1), 156-165.
- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321-1339.

Week 6: Attitudes and emotions in the workplace (Class on 9/24)

- Text chapter 5 (pp. 131-165)
- Brief, A. P. & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53, 279-307.
- Meyer, J.P., Stanley, D.J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-52.
- Schleicher, D.J., Watt, J.D., & Greguras, G.J. (2004). Reexamining the job satisfaction-performance relationship: The complexity of attitudes. *Journal of Applied Psychology*, 89, 165-177.

Week 7: Exam 1 (Class on 10/1)

- **Full outline of lit review due by 5:00pm Monday 10/5**

Week 8: Occupational health psychology (Class on 10/8)

- Text chapter 7 (pp. 199-231)
- Frone, M. R. (2003). Work-family balance. In J. C. Quick & L. E. Tetrick (Eds.). *Handbook of occupational health psychology* (pp. 143-162). Washington, DC: American Psychological Association.
- Schaufeli, W. B. (2004). The future of occupational health psychology. *Applied Psychology: An International Review*, 53(4), 502-517.
- Sonnentag, S., & Frese, M. (2003). Stress in organizations. In W. C. Borman & D. R. Ilgen (Eds), *Handbook of psychology: Industrial and organizational psychology* (Vol. 12, pp. 453-491). New York: John Wiley & Sons.

Week 9: Leadership and followership (Class on 10/15)

- Text chapter 10 (pp. 303-338)
- Barling, J., Weber, T., & Kelloway, E. K. (1996). Effects of transformational leadership training on attitudinal and financial outcomes: A field experiment. *Journal of Applied Psychology*, 81, 827-832.
- Bennis, W. (2007). The challenges of leadership in the modern world. *American Psychologist*, 62(1), 2-5.
- Higgins, C. A., Judge, T. A., & Ferris, G. R. (2003). Influence tactics and work outcomes: a meta-analysis. *Journal of Organizational Behavior*, 24, 89-106.
- Vroom, V. H., & Jago, A. G. (2007). The role of the situation in leadership. *American Psychologist*, 62(1), 17-24.
- Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62(1), 6-16.

Week 10: Group behavior and teams (Class on 10/22)

- Text chapters 11 (pp. 339-373), 12 (pp. 375-409)
- Burke, C. S., Stagl, K. C., Salas, E., Pierce, L., & Kendall, D. (2006). Understanding team adaptation: A conceptual analysis and model. *Journal of Applied Psychology, 91*(6), 1189-1207. DOI: 10.1037/0021-9010.91.6.1189
- Humphrey, S. E., Morgeson, F. P., & Mannor, M. J. (2009). Developing a theory of the strategic core of teams: A role composition model of team performance. *Journal of Applied Psychology, 94*(1), 48-61. DOI: 10.1037/a0012997
- Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management, 34*(3), 410-476. DOI: 10.1177/0149206308316061
- Stevens, M. J., & Campion, M. A. (1994). The knowledge, skill, and ability requirements for teamwork: Implications for human resource management. *Journal of Management, 20*, 503-530.

Week 11: Organizational theory and design (Class on 10/29)

- Text chapter 13 (pp. 411-440)
- McKenna, D. D., & Wright, P. M. (1992). Alternative metaphors for organization design. In M. D. Dunnette & L.M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 3, pp. 901-960). Palo Alto, Consulting Psychologists Press.
- Morgeson, F.P. & Campion, M.A. (2003). Work design. In W.C. Borman, D.R. Ilgen, & R.J. Klimoski (Eds.), *Handbook of Psychology* (Vol. 12, pp. 423-452). Hoboken: John Wiley & Sons, Inc.
- Staw, B.M. (1991). Dressing up like an organization: When psychological theories can explain organizational action. *Journal of Management, 17*, 805-819.

Week 12: No Class on 11/5 – Work on your lit reviews**Week 13: Organizational culture, development, and change (Class on 11/12)**

- **Complete rough draft of lit review due by 5:00 pm Monday 11/9**
- Text chapters 14 (pp. 441-471) and 15 (pp. 473-513)
- Austin, J. R., & Bartunek, J. M. (2003). Theories and practices of organizational development. In W. C. Borman & D. R. Ilgen (Eds.), *Handbook of psychology: Industrial and organizational psychology* (Vol. 12, pp. 309-332).
- Denison, D. R. (1996). What *is* the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review, 21*(3), 619-654.
- Schein, E. H. (1990). Organizational Culture. *American Psychologist, 45*(2), 109-119.
- Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. *Annual Review of Psychology, 50*, 361-386.

Week 14: Presentations (Class on 11/19)

- **Final Exam distributed**

Week 15: No Class – Thanksgiving recess

- **Final complete lit review due by 5:00 pm on Tuesday 11/24**

Week 16: Presentations (Class on 12/3) – NOTE: This is also our final exam time, which we will use as our last class meeting

- **Take-home final exam due to Dr. C. by beginning of class (electronic or paper forms are ok)**

Written Assignment & Literature Review Tips

In addition to the summary of the lit review assignment provided earlier in this syllabus, there are a few other things to keep in mind as you are working through the process to a complete and final draft. First, do not procrastinate – this assignment cannot be completed quickly. Second, meet all the deadlines specified in the syllabus – I have structured the assignment this way to prevent you from having a train-wreck sometime near the end of the semester. Third, pay attention to the following general points to remember:

- a) **ABC** – Always Be Clear – if you are not sure that you have said enough to be unambiguously interpreted, then say more, use another example, or spell something out in other words. Do not make your reader work too hard.
- b) Think of your paragraphs like Jenga blocks – if you can remove them without any damage to your overall argument then you either should leave it out or you should figure out a way to make it more integral to your overall review. If it doesn't fit or belong, then it doesn't fit or belong. Don't worry about it, just remove it and move on. Here are a few other style things to pay attention to:

Do you have a clear structure?

- Laundry lists are not ok
- Your interpretations are critical and should be apparent as your own
- Your transitions/links need to convey that you yourself know how all these pieces fit together. Do not leave it to the reader to try to piece together a puzzle that you started, but could not finish.

Are you following APA style (6th edition please)?

For starters, citation formats (basic issues, more details in APA manual):

- “bla bla bla” (source, year, p. #).
- Following your first citation of a multi-author work, subsequent citations become First author et al. (year)

Headings/subheadings are your friend

Figure/Table guidelines from APA should be followed – each should stand on its own (i.e., be interpretable all by itself)

- c) Do not get too attached to anything you read or write in early drafts – it may change or cease to be relevant once you or the reviewer(s) are finished with it.
- d) While reviewing your paper, I will probably suggest some changes one or two times, but after that it is your responsibility to make sure those modifications are carried through the document.
- e) **WARNING:** My comments when reviewing tend to be very blunt and direct – do not interpret them to be some sort of value judgment of you as a person or of your potential for greatness. Seriously. Just read them for what they are as if I were your best buddy who cared a lot about you improving your writing (because I do). Then, once you get over your anger at my frankness, try your darndest to improve you writing, not for me, but because you know you want to improve your ability to convey your knowledge and understanding via the written word.