

**SEMINAR IN ORGANIZATIONAL PSYCHOLOGY  
PSYCHOLOGY 574  
FALL, 2009**

**PROFESSOR**

Dr. Catherine S. Daus

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OH: T/R 9 - 10; W 1:30 - 3:30; *or by appointment*

**REQUIRED TEXT**

Wagner, J. A. & Hollenbeck, J.R. (2004). *Managing Organizational Behavior with Infotrac: Securing Competitive Advantage, 5<sup>th</sup> Ed.*

Readings Packet via blackboard or email.

**COURSE DESCRIPTION AND OBJECTIVES**

This course is intended as a survey and introduction to the various topics of organizational psychology. The course covers the theory, research, and application of organizational psychology and the individual, group, and organizational levels. To that end, the course is designed to be a strong balance between theory-based thinking/activity and research-based activity/thinking. By the end of this course, you should be able to:

1. understand the major theories, principles, and concepts of organizational psychology.
2. be able to apply organizational psychology to understanding human behavior at work.
3. be familiar with the organizational psychology research literature.
4. be able to present and discuss organizational psychology concepts orally and in writing.

**COURSE EVALUATION**

Your final grade will be based on a total possible of 400 points. One hundred and thirty points will come from weekly take home essays and two exams; 50 points from a research proposal; 100 points will come from a group presentation with peer evaluations; 25 points will come from the internet project associated with your group project; 25 points will come from leading class discussion of a current article; 25 points will come from a logo and culture presentation; 25 points will come from a debate; and the remaining 20 points will come from a peer review of a colleague's research proposal. Course grades will be assigned according to the following criteria:

358 and higher – A      318 – 357 – B      278 – 317 – C      238 – 277 – D      Below 238 – F

**Exams and Take-Home Essay Questions – 130 pts.**

There will be two in-class multiple choice exams in this class, each of which will be worth 30 points of your total 400 possible: a midterm and a final. Additionally, weekly (almost), you will be offered a take-home essay question to complete. I will offer 10 throughout the semester; you must complete 7. These will be worth 10 points each for a total of 70 points and will be due the following week. If you do not like one of your scores, you may complete an extra to replace the grade. **The first multiple choice test is October 14<sup>th</sup> (we will have class following) and the second is during the scheduled final, December 16<sup>th</sup>.**

**Research Proposal – 50 pts.**

The **final** research proposal is due to Dr. Daus the week after Thanksgiving break, **December 2<sup>nd</sup>**. The research proposal is designed to give you an opportunity to choose a topic within organizational psychology\* and develop a research question and methodology to test that question. It is intended that should your special interests lie within organizational psychology, that you may be able to use this proposal as the basis or framework for your master's thesis proposal. The results of this effort should be a 8-12 page proposal (12 pt. font) with the literature review, and methods sections only. Within the method section should be brief section on how you propose to analyze the data (statistics). Please review the thesis guidelines for what is expected in each section – your proposal should be a modified version of what is in

that document. APA format is expected. In order to facilitate maximum feedback and revision time, a draft of your proposal is due to Dr. Daus for peer review in class on **WEDNESDAY, NOVEMBER 11<sup>TH</sup>**. I will then give them to you to review that afternoon; the peer reviews will then be due in class one week later, **WEDNESDAY, NOVEMBER 18<sup>TH</sup>** (this will allow you to incorporate your peer's feedback into your proposal). Ten of your 50 points will be assigned by your colleague (with my approval); your review of your colleague's paper will be worth 20 points. I will post a grading rubric for you to use in evaluating your colleague's work. If you wish for me to review your proposal **before it goes to your colleague**, you must have it to me by **NOVEMBER 4<sup>TH</sup>**.

### **Group Project/Presentation – 100 pts.**

You will be assigned to a group on the first day of class. The project has two parts. The first part is a 'benchmarking' analysis/review of the literature regarding some topic within organizational psychology. Within this part, you are to identify a topic and find out what new, innovative things some company/ies are out there doing. You should try and identify company 'best practices' as well as mistakes some companies have made. This first part does not dictate that you actually go into an organization, company literature and other resources may give you enough information to do what you need to. You should identify best practices from several organizations, but you may have one or two that you highlight that are well known for 'doing' your topic well. Your goal is to establish a set of standards for what 'good or top companies' in this field are doing'...Be sure to pick an organizational psychology topic and not a personnel topic.

**Groups must meet with me NO LATER THAN WEDNESDAY, SEPTEMBER 16<sup>TH</sup>, during office hours to discuss their topics.** For helpful information on benchmarking, see:

<http://en.wikipedia.org/wiki/Benchmarking>

The second part is a case study analysis of an organization. You are to find an organization where you can examine the topic that you have researched ('examine' could refer to either qualitative or quantitative analyses, or both) and do a diagnosis of the company with recommendations for improvement. Basically, in this phase you will be comparing what you discovered in the first part, and seeing how your company 'stacks up.' The second phase should also include possible effects and outcomes the organization you are studying may be experiencing. These could be such things as: turnover, job satisfaction or dissatisfaction, motivation, organizational commitment, shrinkage...etc... You should thoroughly understand the organization and its subsystems.

### **Presentation - general overview**

The group presentations are scheduled for the last week of class, **DECEMBER 9<sup>TH</sup>**. Each group will make an oral presentation (approximately 45 minutes) of their group project. Professional presentation format (e.g., PowerPoint – available in the classroom) is expected.

You will want to provide visual aides (i.e., handouts or overheads) to help describe the information to the audience. Make sure that they are large enough to be easily read by all class members. If you need any equipment (e.g. VCR), you need to let me know at least a week before. Also, each group should have an executive summary (a 1 – 4 page handout, using bulleted format (or related) giving/highlighting the critical components of the presentation (as if an executive missed the meeting...what critical things could you present so that he/she could find the information efficiently?) to hand out to each class member as part of the presentation. Following your presentation, the class will provide anonymous constructive written feedback to your group. I will give you my feedback, as well as the class'. I will evaluate each group and each group member will receive a presentation grade, (which will incorporate peers' reviews) accordingly. Total possible points for the presentation are 100. Specifically, each group member will receive a percentage of the points I gave to the total group based on an average of peer members' evaluations.

### **Presentation - specifics**

Keep your audience in mind. Your classmates will be playing the role of organizational members asked to sit in on a board meeting to evaluate various consulting firms' recommendations. Be sure to use terminology that they are likely to understand. Try to anticipate the questions and concerns that organizational members might have regarding your diagnosis and recommendations. Be prepared to answer

questions from the class. Try to present the information in creative ways. In a real situation, several consulting firms may be presenting their proposals so it is important to try to distinguish yourselves.

Criteria for Evaluation include:

1. Professionalism
2. Thoroughness of Presentation/Analysis
3. Clarity
4. Appropriateness of recommendations
5. Interest Level
6. Creativity

#### **Internet Project – 25 pts.**

As part of your group project, you are to develop a home page related to your project. You may include anything that you feel is relevant to the project; I would suggest including a summary of the project from the perspective that you were the consultants who designed and executed the project. You will also each develop a resume individually that will be accessed from the group project home page.

#### **Logo & Culture Project/Presentation – 25 pts.**

This part of your grade is designed to be fun as well as informative. You are to lead class for about 15 – 20 minutes with a presentation/lecture on a famous company logo, motto, symbol and how you feel (with a little evidence) it impacts the organization's culture. Use the **chapter** information and class lecture for appropriate terms and 'evidence'. These presentations will occur **September 16<sup>th</sup>**.

#### **Leading Class Discussion – 25 pts.**

By next Monday, you need to email me your top three choices of content areas that you are most interested in presenting an article about (can't be history or research methods). I will assign you a topic and you will find a recent (2000 or later) article to be passed out (accessed by computer) *the week prior* to your presentation. You are then to present the article the following week, knowing that we have read it (about 5 – 10 minutes) and then generate discussion (10 – 15 minutes). You will be graded on how well you convey understanding of the article, how well you clarify any questions, the creativity of your discussion questions, and how well you address application of the article to the 'real world'.

#### **Debate**

There will be a debate on individual differences the fifth week of class, **SEPTEMBER 23<sup>rd</sup>**. I will explain more the week prior how this will work.

### **COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Book Chapter Readings</b>
1	8/26	Introduction	Ch. 1& Schools of Mgmt. thought (27-38).
2	9/2	Research Methods/Ind. Diff.	Chapters 16 and 3
3	9/9	Organizational Culture	Chapters 14 and pp 436 - 441 of Ch. 15
4	9/16	<b>LOGO PRESENTATIONS</b>	
		Ethics	Chapter 11 + alternate book chapter
5	9/23	<b>DEBATE ON INDIVIDUAL DIFFERENCES</b>	
		Judgment and Decision Making	Chapter 4
6	9/30	Motivation	Chapters 5 & 7
7	10/7	Work Attitudes/Job Satisfaction	Chapter 6
8	10/14	<b>MULTIPLE CHOICE TEST 1</b>	
		Stress and Coping	Chapter 6
9	10/21	Organizational Communication	Chapter 8
10	10/28	Groups & Teams	Chapter 9
11	11/4	<b>OPTIONAL ROUGH DRAFT OF RESCH PROPOSAL DUE TO ME BY 4:30</b>	
		Groups & Teams	Ch. 9
12	11/11	<b>RESEARCH PROPOSALS DUE FOR PEER REVIEW</b>	
		Leadership	Chapter 10
13	11/18	<b>PEER REVIEWS OF RESEARCH PROPOSALS DUE</b>	
		Organizational Structure & Design	Chapters 12, 13, and OD part of 14
14	11/25	<b>THANKSGIVING BREAK – NO CLASS!</b>	

15	12/2	<b>FINAL RESEARCH PROPOSALS DUE TO ME</b> Organizational Change and Org. Development Chapter 15
16	12/9	<b>FINAL GROUP PRESENTATIONS; WEBPAGE DUE</b>
17	12/16	<b>MULTIPLE CHOICE TEST 2</b>

### **POLICIES**

- Late papers will receive 5% off for each day they are late, including weekends.

#### **Department of Psychology Policy on Plagiarism:**

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost."

(<http://www.siu.edu/POLICIES/1i6.html>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/PSYCHOLOGY/plagiarism.htm>.

**Academic misconduct** will be handled in accordance with (<http://www.siu.edu/POLICIES/3c2.html>) (Univ. Pol.) Academic misconduct as described in this policy includes plagiarism, cheating, falsifying or manufacturing scientific data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts. Academic misconduct may lead to sanctions ranging from a failing grade on an individual assignment to separation from the University.

**Department of Psychology Policy on Incomplete Grades and Withdrawal:** It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an Unauthorized Withdrawal (UW). Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course not later than the end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the instructor, and one copy will be kept by the Department of Psychology secretary. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, grade will be changed from I to F.

**Disability Support Services:** Individual services are provided for students with specific learning disabilities through the University Disability Support Services. For more information contact DSS at 650-3726 or on the web at <http://www.siu.edu/DSS/>. DSS is located in The Student Success Center, Room 1270. Let me know if I can be of any assistance regarding needed accommodations. According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.