

**SEMINAR IN ORGANIZATIONAL PSYCHOLOGY
PSYCHOLOGY 574
FALL, 2018**

PROFESSOR

Dr. Catherine S. Daus
AH 0142 – Alumni Hall
OH - T/R - 11-12; W – 1:30 – 2:30 - *or by appointment*

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REQUIRED TEXT

Elsbach, K. D., Kayes, A. B., & Kayes, D. C. (2016). *Contemporary Organizational Behavior: From Ideas to Action*. Indianapolis, IN: Pearson.

Readings via blackboard, including several chapters from an alternate textbook.

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

340 and higher – A 302 – 339 – B 264 - 301 – C 226 – 263 – D Below 226 - F

Exams and Take-Home Essay Questions – 110 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. MC exams will cover article readings; essays should integrate material from book, lecture, and assigned articles. **The first multiple choice test is October 17th (we will have class following) and the second is during the scheduled final, Dec. 12th.**

Additionally, weekly (almost), you will be offered a take-home essay question to complete. I will offer (at least) 10 throughout the semester; you must complete 5. These will be worth 10 points each for a total of 50 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. You should integrate material from articles, text, and lecture for a solid 10-point essay.

Research Proposal – 50 pts.

The **final** research proposal is due to Dr. Daus the week after Thanksgiving break, **NOVEMBER 28TH**. The research proposal is designed to give you an opportunity to choose a topic within **organizational psychology**** develop a draft of the literature review, and develop research hypotheses. It is intended that should your special interests lie within organizational psychology, 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 10 -12 page proposal, not including title page, tables, figures, appendices, references (12 pt. font) with the literature review and hypotheses. You should have at least one IV and one DV (you may have more, or other mediating/moderating variables, for example), and **at least one of those needs to be a clear organizational psychology topic/variable/construct**. 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 7TH**. I will then give them to you to review that afternoon; the peer reviews will then be due to me and colleague one week later, **WEDNESDAY, NOVEMBER 14TH** (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 **OCTOBER 31ST**.

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 a topic – **pick one of the ten from SIOP's website from this link: http://www.siop.org/tip/Apr13/19_TipTopics.aspx**. Within this part, you are to identify what new, innovative things some company/ies are out there doing regarding your chosen topic. You should try and identify company 'best practices' as well as mistakes some companies have made. 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 topically organized set of standards for what 'good or top companies' in this field are doing. 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...

Presentation - general overview

The group presentations are scheduled for the last week of class, **DECEMBER 12TH**. Each group will make an oral presentation (approximately 45 minutes) of their group project. Professional presentation format (e.g., PowerPoint or Prezi– available in the classroom) is expected.

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? – this is NOT the same as the PowerPoint slides) 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 your classmates' feedback. I will evaluate each group and each group member will receive a presentation grade, based on overall grade from me and peers' reviews). 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

Criteria for Evaluation include:

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

Internet Project – 25 pts.

As part of your group project, you are to develop a webpage related to your project. Include anything that you feel is relevant to the project; I would include 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 15 - 20 minutes (do not go over 20) with a presentation/lecture on a famous company logo, motto, symbol and how you feel (with a little evidence) **it impacts or reflects** the organization's culture. Use the chapter 12 information and class lecture (9/11 lecture) for appropriate terms and 'evidence'. These presentations will occur **Sept. 19th 26th Oct. 3rd Oct. 10th**

Leading Class Discussion – 25 pts.

By Friday, Aug. 17th, 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 (2012 or later) scholarly 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 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'. You should also email me 3 possible MC questions for me to include in the MC exam.

Debate – 25 pts.

There will be a debate on individual differences the 4th week, **SEPT 12th**. To be explained later.

Benchmarking Group Project Teams:

Debate Teams

Physical Ability Cognitive Ab. Personality

COURSE SCHEDULE**** Consider org psych topics to be anything from 9/12 (Culture) on**

Week	Date	Topic	Book Chapter Readings
1	8/22	Introduction/Research Methods	Ch. 1; Jex/Britt Ch. 2 - BB
2	8/29	Finish RM/Ind. Diff.	Parts of Ch. 2 – pgs. 33 – 35; 37-44; 47-58
3	9/5	Finish Individ. Diff./Diversity	parts of Ch 11 - 387-391; 397-399; 419-428
4	9/12	DEBATE ON INDIVIDUAL DIFFERENCES Organizational Culture	Ch. 12 - Victoria
5	9/19	LOGO PRESENTATIONS 1 – 3 Emotions	Ch. 2 - emotion part – pgs. 35-36; 60-73) - Haley
6	9/26	LOGO PRESENTATIONS 4 – 6 Perception, Judgment and Decision Making	Chs. 4 & 8
7	10/3	LOGO PRESENTATIONS 7 – 9 Motivation	Chs. 3 & 6 – Derek AND SAM
8	10/10	LOGO PRESENTATIONS 10 – 12 Work Attitudes/Job Satisfaction	Jex/Britt Ch. 5 – BB - Samantha
9	10/17	MULTIPLE CHOICE TEST 1 Stress and Coping	parts of Ch. 13 – pgs. 477-478; 490-495; and Jex/Britt Ch. 7 – BB - Melissa
10	10/24	Organizational Communication	Parts of Ch. 7 – pgs. 234-238; pgs. 254-265 and parts of Ch. 11– pgs. 390-396; 402-418 - Tri
11	10/31	OPTIONAL ROUGH DRAFT OF RESCH PROPOSAL DUE TO DAUS Conflict	Ch. 10 - Johanna
12	11/7	RESEARCH PROPOSALS DUE FOR PEER REVIEW Groups & Teams	Ch. 9 - Savannah
13	11/14	PEER REVIEWS OF RESEARCH PROPOSALS DUE Power	Parts of Ch. 7 – pgs. 238-253 - Adira
14	11/21	THANKSGIVING BREAK – NO CLASS!	
15	11/28	FINAL RESEARCH PROPOSALS DUE TO ME Leadership	Ch. 5 - David
16	12/5	Organizational Structure/Change/Development	Jex/Britt Ch. 15; Parts of Ch. 13 – pgs. 471-477; 479-489 - Wes
17	12/12	FINAL GROUP PRESENTATIONS; WEBPAGE DUE; MC TEST 2	

POLICIES**Late work**

Late work will receive 5% off for each day it is late, including weekends.

Cell Phone/Computer/Social Networking Use: Please turn cell phones onto silent/vibrate unless there is an emergency situation – that you let me know about. Computers/laptops are welcome, as long as you are using them for class-related note-taking and activities. If you are

using such devices for other purposes, I will give a warning. If I happens again, I will ask you to leave the class. As well, if any such devices are out during an exam, you will receive a failing grade for the exam.

The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. 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. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). 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.shtml>). 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/education/psychology/plagiarism.shtml>.

Academic misconduct will be handled in accordance with university policy - <http://www.siu.edu/POLICIES/3c2.html> 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

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you.

The penalty for unacceptable writing in this class is as follows: **: I will return the paper and you will have a chance to re-write it within one week; 50% of the possible grade will be taken off the top, and then it will be graded as per normal policy.**

Accommodation and Support: It is the policy and practice of both me and Southern Illinois University Edwardsville to try to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—please notify me as soon as possible. Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access.