

**SEMINAR IN ORGANIZATIONAL PSYCHOLOGY
PSYCHOLOGY 574
FALL, 2020**

PROFESSOR

Dr. Catherine S. Daus
AH 0142 – Alumni Hall
OH – primarily after class or *by appointment – Zoom or in person*

e-mail cdaus@siue.edu
phone: 650-3119; psyc. dept.: 650-2202;

<https://siue.zoom.us/j/96303307273?pwd=V0djUzBKUWFKc09BcWNUcDJJMkhkUT09>

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 520 points. Two hundred and fifty 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 team 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 ("required" extra credit quiz over syllabus worth up to 10 points on top): 465 and higher – A 413 – 464 – B 361 - 412 – C 309 – 360 – D Below 309 - F

Exams and Take-Home Essay Questions – 250 pts.

There will be two **online** multiple-choice exams in this class, each of which will be worth 100 points of your total 500 possible: a midterm and a final. Half of the MC exams (50 points) will cover lecture and textbook material; and half (50 points) will cover article readings. **The first MC test opens Oct. 21, due Oct. 23; second opens day of last class, Dec. 16th due Dec. 18.**

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. Generally, the essays should be about 4-6 ds pages long.

Literature Review Section and Hypotheses of Research Proposal – 50 pts.

Peer Review of other's RP – 20 pts.

The **final** research proposal is due to Dr. Daus in class the last day of class, Dec. 16. 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 sections. 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, December 2**. I will then give them to you to review in class; the peer reviews will then be due to me and your colleague one week later, **Wednesday, December 9** (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 **Friday, November 20 (Friday before Thanksgiving break week)**.

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 current trend topic – **pick one of the ten from SIOP's website from this link**: https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/3361/Top-10-Workplace-Trends-for-2020?utm_source=SIOP&utm_medium=Website&utm_campaign=Top10page. 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, before Thanksgiving break - **NOVEMBER 18TH**. 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 recommendations
5. Interest Level
6. Creativity

Internet Project – 25 pts. (Due final week of class)

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. In teams, you are to lead class for 30 - 40 minutes (do not go over 40) 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 (9/10 lecture) for appropriate terms and 'evidence'. These presentations will occur **Sept. 30th and October 7th**

Leading Class Discussion – 25 pts.

By Friday, Aug 28th, 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 (2015 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 should also email me (the day of your presentation) three possible MC questions for me to include in the MC exam. 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,' and the quality of your MC questions.

Debate – 25 pts.

There will be a debate on individual differences the 4th week, **SEPT 16th**. To be explained later.

Benchmarking Group Project Teams:

Debate Teams

T1 –

T2 –

Physical Ab. Cognitive Ab. Personality

COURSE SCHEDULE

**** Consider org-specific psych topics to be anything from 9/16 (Culture) on**

Week	Date	Topic	Book Chapter Readings
Before class officially begins: review syllabus; take “extra credit” syllabus quiz by 8/26 classtime; watch syllabus Zoom video			
1	8/26	Introduction	Ch. 1
2	9/2	Research Methods/Ind. Diff.	Jex/Britt Ch. 2 – BB; Parts of Ch. 2–pgs. 33–35; 37-44; 47-58
3	9/9	Diversity	parts of Ch 11 - 387-391; 397-399; 419-428 someone?
4	9/16	DEBATE ON INDIVIDUAL DIFFERENCES Organizational Culture	Ch. 12 Carlie
5	9/23	Emotions	Ch. 2 - emotion part – pgs. 35-36; 60-73) - Sierra
6	9/30	LOGO PRESENTATIONS 1 – 2	ZACH/TAYLOR; CARLIE/MORGAN
7	10/7	Perception, Judgment and Decision Making LOGO PRESENTATIONS 3 – 4	Chs. 4 & 8 - Zach STEPHEN/CORI; SIERRA/KRUEGER; BEKAH/NATALIE/AMANDA
8	10/14	Motivation Work Attitudes/Job Satisfaction	Chs. 3 & 6 – Natalie Jex/Britt Ch. 5 – BB - Krueger
9	10/21	MULTIPLE CHOICE TEST 1 Stress and Coping	parts of Ch. 13 – pgs. 477-478; 490-495; and Jex/Britt Ch. 7 – BB – Morgan
10	10/28	Organizational Communication	Parts of Ch. 7 – pgs. 234-238; pgs. 254-265 and parts of Ch. 11– pgs. 390-396; 402-418 - Stephen
11	11/4	Conflict	Ch. 10 - Taylor
12	11/11	Groups & Teams	Ch. 9 -
13	11/18	FINAL GROUP BENCHMARKING PROJECT PRESENTATIONS Power	Parts of Ch. 7 – pgs. 238-253
	11/20	OPTIONAL ROUGH DRAFT OF RESCH PROPOSAL DUE TO DAUS	
14	11/25	THANKSGIVING BREAK – NO CLASS!	
15	12/2	RESEARCH PROPOSALS DUE FOR PEER REVIEW Leadership	Ch. 5 -
16	12/9	WEBPAGE – BENCHMARKING PROJECT DUE PEER REVIEW OF RESEARCH PROPOSALS DUE Organizational Structure/Change/Development	Jex/Britt Ch. 15; Parts of Ch. 13 – pgs. 471-477; 479-489-
17	12/16 12/18	FINAL RESEARCH PROPOSALS DUE TO ME; MC TEST 2 DUE (OPENS 12/16 AFTER CLASS)	

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.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation

of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with "Entrance" and "Exit" signs.

Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.