Course objectives:
This course is designed to provide an overview of the topics of Organizational Psychology (also known as Organizational Behavior). We will cover the “O-side” of Industrial/ Organizational (I/O) Psychology, including topics such as motivation, job attitudes, groups and teams, work-family balance, and work stress. The main goal of this class is to develop a working knowledge of the general theoretical and empirical literature in organizational psychology. An additional goal is to develop your skills in critical analysis and integrated thinking. A final goal is to help you to begin developing ideas about your thesis research.

Readings:
The readings for this course consist of one textbook, supplemented by journal articles and book chapters. Most weeks you will be assigned (roughly) one chapter from the textbook and four additional readings. Textbook chapters are assigned to give you an overview of a particular topic (e.g., motivation, leadership). The additional readings are a mix of academic and applied articles that are assigned to explore the topic in more depth. The reading load is intended to be roughly comparable from week to week.

Course format:
This is not a lecture-based course. Rather, students are expected to actively participate in weekly discussions. Therefore, it is critical that you read the assigned material in advance of each class meeting. The weekly assignments (explained below) should help you prepare for each class. Both quality and quantity of participation will be considered in your grade.

Weekly commentaries:
Starting the second week of classes, you will turn in a 1-2 page single-spaced commentary of the assigned readings each week. Your commentaries should also include discussion points or questions that you might bring up during the course of the class meeting, which are considered part of your class participation (see below for more details). Your commentary will be due at the start of class. You may discuss the readings with others in the class, but the commentary should be your own individual work.

You are expected to show intellectual rigor in your commentaries. You should NOT simply summarize the readings, although brief summaries may be included if necessary. Also, this is not a forum for simple or technical clarifications (e.g., “What is a multivariate analysis of variance?”). Rather, your commentary should thoughtfully address issues that you found interesting, troubling, confusing, exciting, or contradictory in what you’ve read. You are expected to discuss every reading in your assignment (the textbook chapters are optional). Note, however, that you may devote more or less time/space to certain readings as you see fit. Some issues you may consider when writing your commentary are listed below. You do not need to address all of these questions each week, and you are
free to address any additional questions that are not on the list. The following list is merely provided to assist you in thinking through the readings:

- What did you find particularly intriguing or interesting about the article/chapter?
- How do the theories covered relate to other theories we have discussed in class?
- How do the readings relate to the readings from other weeks?
- How do the readings relate to each other? Do they support one another, or are they contradictory? How do they fit together?
- What are the practical implications of the readings? How can it be applied in organizations?
- How do the findings compare to your own experiences in organizations?
- What are the strengths and weaknesses of the article/chapter?
- Does the study demonstrate what it claims to demonstrate?
- Are there alternative explanations for the findings reported?

Also important to remember is that you can never start too early in practicing an appropriate critical tone. I expect you to find ways that some of these articles could be improved, but none of you are highly-published researchers yourselves (yet?), so remember that you have much to learn. Can you learn to offer constructive criticism, as a novice, in a way that is likely to change hearts and minds?

At least at the beginning of the semester, I will give you feedback to help you find the right balance between breadth and depth. I will return your commentaries with my comments the following week.

Class participation:

Your class participation performance will be evaluated in terms of your understanding of your assigned articles, your contribution to generating class discussion, and the quantity of your quality participation in discussions. In other words, it is not merely the number of comments you make, but rather the number of constructive, insightful, or valuable comments you make without dominating or hindering others’ contributions. In addition, it is difficult to participate in class discussion if you are not in class; therefore, you need to be in class. I expect you to be present at every class meeting. All absences must be accompanied by a valid excuse. If you are going to be absent, please let me know before class. Any attendance issues will be reflected in your participation grade.

In addition to participation in class discussions, there are two additional elements that I consider to be part of class participation: submitting discussion questions and providing an application for that week’s material.

- Discussion questions: All students are expected to contribute discussion questions about that week’s readings. Some questions can focus on specific readings, but some should also integrate across all of the week’s readings. You should write at least four questions per week. Discussion questions should be included at the end of the weekly commentary and do not need to be on a separate page. Please note that the discussion questions are not included in the 1-2 page guideline for the commentaries.

- Application: Each week, 1-2 students will be responsible for finding an application related to that week’s readings. That student will present at least two real world situations involving actual organizations and demonstrate how they apply to the week’s topic and readings. These may include a newspaper or magazine article, a website, a guest speaker, or whatever else you can imagine. You are encouraged to bring as many applications as you would like, but two is the minimum. Please talk to me if you have trouble finding applications or have a question about the appropriateness of an application. The point here is to practically apply what you have read and explain at least one connection to the real world. It is important that you clearly make a connection between the applications and what we are discussing. If you will need any equipment, please let me know in advance so we can make sure we have that equipment available.

Term paper:

Each student will write a term paper in an area of his or her interest. There will be two options for the term paper: (1) a literature review and research proposal, or (2) a research-based “consulting” proposal. Your paper should be in an area that is legitimately considered in the domain of organizational psychology, but you are not limited to the topics we discuss in class. You are encouraged to meet with me any time throughout the semester regarding your paper topic or your paper. More information about the term paper and additional guidelines will be
provided and discussed in class later in the semester. In order to encourage your sustained effort and progress on the paper, the following deadlines have been set:

- **October 16:** Due date for a 1-2 paragraph statement of your paper topic
- **October 30:** Due date for an initial list of references (at least 5 not from this class)
- **November 6:** Due date for outline of paper
- **December 4 & 11:** Presentation of paper in class
- **December 16:** Due date for final paper (by 5 PM)

**Evaluation:**
Your final course grade will be determined based on the following weighted components:

- **Class participation:** 35%
- **Weekly commentaries:** 30%
- **Term paper:** 25%
- **Paper presentation:** 10%

**Closing comments:**
This is a graduate level class, and it will involve a great deal of work. Each week you are responsible for reading the material, writing a 1-2 page commentary, and discussing the material in class. I realize that there is a large amount of material to cover over the course of the semester. I expect that you are capable of rising to meet these challenges, and my hope is that you will profit from discussing the material and leading discussions to a greater extent than you would gain from a lecture-based course.

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**Class Schedule and Reading Assignments**
(Readings are listed in recommended order)

**August 28: Introduction**

Assigned one of the following responses to the above:
- Banks & O’Boyle
- Derksen & Rietzschel
- Landis & Rogelberg
- Schmidt & Landers
- Bennett & Miao
- Gabriel & Wessel
- Leavitt
- Sliter, Yuan, & Boyd
- Briner & Walshe
- Jones & Dages
- Mazzola & Deuling
- Stetz & Subramony

**September 4: The Field of Organizational Behavior**
Kinicki (2008) – Chapter 1
September 11: Attitudes & Affect

Kinicki (2008) – Chapter 3


Choice of one of the following responses to the above:

- Newman & Harrison
- Dalal, Brummel, Wee, & Thomas
- Burke
- Harter & Schmidt
- Masson, Royal, Agnew, & Fine
- Vosburgh
- Saks
- Meyer & Gagné
- Graen
- Pugh & Dietz
- Hirschfeld & Thomas
- Griffin, Parker, & Neal
- Frese

Macey, W. H., & Schneider, B. (2008). Engaged in engagement: We are delighted we did it. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*, 76-83.

September 18: Motivation

Kinicki (2008) – Chapters 4 & 5


September 25: Socialization, Fit, & Mentoring

Kinicki (2008) – Chapter 12 pages 190-196 on socialization & mentoring


October 2: Interpersonal Behavior I (Prosocial/Organizational Citizenship Behavior)


October 9: Interpersonal Behavior II (Negative/Deviant Organizational Behavior)

Kinicki (2008) – Chapter 8 pages 115-127

October 16: Groups and Teams

***Statement of term paper topic due***

Kinicki (2008) – Chapters 6 and 7 pages 108-114 on group decision-making

October 23: Work-Family Balance/Conflict

Choice of one of the following responses to the above:
Cunningham, Aumann & Galinsky, Leslie & Manchester
Agars & French, Major & Morganson, Ollier-Malaterre
Rothausen, Wells, Heras & Grau
Grawitch et al., Deuling & Mallard
Johnson et al., Huffman et al.
October 30: Work Stress & Employee Well-Being
***Initial reference list for term paper due***

November 6: Organizational Change
***Outline of term paper due***
Kinicki (2008) – Chapter 14

November 13: Ethics in Organizations
Kinicki (2008) – Chapter 1 pages 3-5

November 27: THANKSGIVING WEEK

December 4 & December 11: Presentations of Term Papers

December 16: Term Papers due by 5 PM