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## PSYC 610 – Organizational Psychology

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**Fall 2018**

*Last Update: 9/5/18*

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**Office Hours:** Thursdays from 11:00-12:00pm or by appointment

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### Course Goals & Overview

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This course is an introduction to organizational psychology. The course objectives are to: 1) provide an overview of the literature (theory, empirical studies) in a sampling of major content areas, 2) develop critical thinking, reading, and writing skills, 3) develop research skills through reviewing and analyzing organizational psychology literature, and 4) stimulate ideas for research projects. Course content will draw heavily from social psychological and management literatures to address the how organizations effectively manage employee satisfaction, motivation, health, interpersonal relationships, and performance.

My goal is that each of you will develop:

1. Familiarity with constructs and theories central to understanding organizational psychology
2. The capacity to interpret, synthesize, criticize, and communicate findings regarding organizational research
3. The ability to utilize empirical research to answer questions that apply to real-world organizations

Texas A&M University has also identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see:

[http://provost.tamu.edu/essentials/pdfs/copy\\_of\\_UndergraduateLearningOutcomesFinal.pdf](http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf)

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### Grade Breakdown

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<b>Class Participation</b>	20%
<b>Discussion Facilitation</b>	20%
<b>Class Presentation</b>	20%
<b>Research Proposal</b>	40%
<b>Total</b>	100%

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## **Class Participation**

This course also requires a substantial amount of course discussion from all students. You are required to read each of the articles assigned, and you must demonstrate your knowledge and understanding of the articles through your participation in these discussions and your answers to questions posed. Class participation will also be based on your attentiveness and demonstrated engagement throughout the presentations and discussions. Thus, you will not receive full credit if you are looking at your phone, looking at your computer\*, engaging in side conversations, or demonstrating a general lack of attention and respect for your fellow classmates. Indeed, discussions in class should be respectful and polite, and you will be penalized if you engage in these discussions in a dismissive, domineering, or hostile manner. Also, when discussing a topic, it is important to be mindful of the quality and credibility of the evidence we are using in our discussions and arguments. Within spaces of higher education, we should actively strive to use the best quality evidence available to promote informed and respectful learning.

\*Please note, I will **NOT** be permitting the use of computers during class. In my experience, computers serve as a HUGE distraction to students and greatly detract from learning. Thus, you are expected to print out and bring the assigned articles to class for reference.

## **Discussion Facilitation**

During the subsequent class period, you will facilitate a class discussion regarding the scholarly articles associated with that topic (see list below). There are no right or wrong ways to do this. However, the discussion should cover both broad theoretical concerns as well as analysis of design or methodological issues. The goals of this assignment are to give you engaging in and leading scholarly discussion regarding organizational psychology research. You will be graded based on the extent to which the questions are well thought out, relate to the specific readings, demonstrate full understanding of the articles and content area, and provoke discussion amongst the students. As part of your grade, you will also be asked to select a relevant empirical article that will be a part of the assigned reading. This article must be approved by me and sent to the class a week before your discussion facilitation. Please see the rubric and course resources for more information.

## **Class Presentation**

Early on in the semester, you will be assigned to work in groups to cover one of the topic areas related to the course (see list below). You will then work together to prepare a presentation that will comprehensively cover a) the topic area, b) commonly discussed subtopics and themes within that area, c) current thinking/debates on the topic, and d) all background knowledge necessary for understanding and discussing the articles associated with that topic. It is up to your group to decide the full set of topic-areas to cover, how best to prepare students for the subsequent class discussion, and how to break up the identified topics amongst group members. Each individual member of the group will present for 15-20 minutes. The goals of this assignment are to give you practice synthesizing and communicating/presenting empirical research findings to an audience and to enhance student learning by bringing a new perspective to the course. Please see the rubric and course resources for more information regarding the grading and expectations for this assignment.

## **Research Proposal**

Another way to use the content from this course is through research itself. For this project, you will need to identify an unanswered research question based on a review of extant literature and design an experiment or survey study that tests that question. I want you (in groups of three) to fully develop a research project, from generating the idea to constructing the methods.

You will turn in a preliminary, five-page outline of your research idea, and share your idea twice with the class to solicit feedback. In your outline, you should include your a) primary hypotheses, b) empirical/theoretical support for these hypotheses, and c) a basic outline of the methods. Examples will be provided.

After receiving feedback on this outline, I would recommend that you write a full-draft of the paper as soon as possible so that you can receive as much additional feedback as possible. I would *strongly* recommend submitting your work to the writing center for review before I read it. If you want me to read a full draft of your work, I would be happy to do so two weeks before the final due date. I will not be able to review papers that are sent to me after that date.

The final paper should be at least twenty pages of text (excluding the title page and references) and should follow APA format (double-spaced, 12-point font, Times New Roman). It should include both an introduction to the proposed study (in which you review past theory and research relevant to your proposed hypotheses) and a method section (in which you describe in some detail the participants, design, measures, and procedures). Please include a title page, an abstract, and a list of references. Please submit your paper early to account for unforeseen issues or circumstances with submission. Late work will be accepted but with a penalty of 20% off per day.

Your grade on this proposal will be based on: adequacy of literature review, rationale for hypotheses, meaningfulness of research questions, feasibility of the study (it should be something that can actually be done), soundness of proposed methodology and analysis, and clarity of writing (proper grammar, including APA style, etc.). You are not permitted to submit a proposal that has been written for another class, and attempts to do so will result in a failing grade. Additional information will be provided regarding grading criteria for this assignment later in the semester.

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### **Additional Information**

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#### **Academic Misconduct**

It is important that you do not cheat and that you avoid the appearance of cheating. It is the policy of this course to pursue cases of academic misconduct to the highest possible level. For additional information, please visit: <http://aggiehonor.tamu.edu>

*An Aggie does not lie, cheat or steal, or tolerate those who do.*

#### **ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>

#### **Limits on Confidentiality**

Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service at <https://scs.tamu.edu/>. Students can report concerning, non-emergency behavior at <http://tellsomebody.tamu.edu>.

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## Course Schedule

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<b>8/27</b> <b>Week 1</b>	Course Overview	- No Readings
<b>9/3</b> <b>Week 2</b>	Introduction to Organizational Psychology & Cross Cultural Issues	- Highhouse & Schmitt, 2012 - Tsui, Nifadkar, & Ou, 2007 - Weiss & Rupp, 2011 - *Haar et al., 2014
<b>9/10</b> <b>Week 3</b>	Culture, Climate, and Fit	- Schneider, 1987 - Cable & Edwards, 2004 - Schneider, Salvaggio, & Subirats, 2002
<b>9/17</b> <b>Week 4</b>	Organizational Justice, Psychological Contracts, and Organizational Support	- Colquitt et al., 2001 - O'Leary-Kelly et al., 2014 - Shoss et al., 2013
<b>9/24</b> <b>Week 5</b>	Groups and Teams	- Barrick et al., 1998 - Matthieu et al., 2000 - De Dreu & Weingart, 2003
<b>10/1</b> <b>Week 6</b>	Leadership	- Dinh et al., 2013 - Judge et al., 2002 - Eagly et al., 2003
<b>10/8</b> <b>Week 7</b>	Proposal Presentations Writing Workshop	- No Readings - <b>Proposal Outlines Due</b>
<b>10/15</b> <b>Week 8</b>	Motivation (Goal Setting, Incentives, & Learning Feedback)	- Lock & Latham, 2002 - Kluger & DeNisi, 1996 - Schmidt, Beck, & Gillespie, 2012
<b>10/22</b> <b>Week 9</b>	Job Satisfaction and Job Attitudes	- Arvey et al., 1989 - Harrison, Newman, & Roth, 2006 - Meyer et al., 2002
<b>10/29</b> <b>Week 10</b>	OCB, CWB, and Turnover	- Motowidlo & Van Scotter, 1994 - Pellokorpi, Allen, & Froese, 2015 - Dalal, 2005
<b>11/5</b> <b>Week 11</b>	Emotional Labor, Stress, and Safety	- Groth, Hennig-Thurau, & Walsh, 2009 - Wallace et al., 2009 - Kaplan & Tetrick, 2011
<b>11/12</b> <b>Week 12</b>	Work-Life Interface	- Ford, Heinen, & Langkamer, 2007 - King et al., 2011 - Emslie & Hunt, 2009
<b>11/19</b> <b>Week 13</b>	Thanksgiving Break	No Classes
<b>11/26</b> <b>Week 14</b>	Diversity and Discrimination	- Herring, 2009 - Jones et al., 2016 - Cortina, Rabelo, & Holland, 2018
<b>12/3</b> <b>Week 15</b>	Final Presentations	- No Readings - <b>Final Papers Due</b>

*\*This syllabus is subject to change. Please attend lectures and monitor the course website regularly to be informed of any changes made to the course.\**