

**PSY267-02: Organizational Psychology**  
**Dr. Jason Dahling**  
**Tu/Fr, 11:00-12:20 (SSB103)**

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Office: Social Sciences 123  
Student Hours: T/F 1:30-2:30; W 11-12

**Course Catalog Description:**

(Prerequisite: PSY101). *Psychology Foundation Course*. This course examines current theory and issues in understanding and managing organizational psychology: the study of human behavior in organizational settings. Topics such as motivation, communication, personality, feelings, stress, attitudes and group dynamics are examined from both the perspective of the organizational members (e.g., employees) and the organization. The course has an applied emphasis and should prepare a student for entry and participation in any type of organization. This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.

**Course Purpose:**

No matter what career path you choose, you will eventually work as part of a business organization. Furthermore, you will be a member of many different non-work organizations throughout your life, including professional, social, or religious groups. In this course you will learn theory and applications of Organizational Psychology that will help you become a more effective member of any organization, develop a better understanding about yourself and other people, and expand your potential for career success in the dynamic, complex, and challenging new workplace.

**Course Materials:**

There is no required textbook for this course. All required readings are posted on Canvas for download. It is your responsibility to read and bring these readings to class on the days that we cover them.

**How to Succeed in this Course**

1. Come to class!
2. Read the articles and write short outlines/summaries to streamline your later studying. Focus on key theories, terms, and findings. Don't worry about specific methods or statistics.
3. Use the partial slides (print or digital) that I provide so that you can get the complete material from each class setting.
4. Start studying *well in advance* for each exam:
  - a. Complete the review guide as you go along, filling in the responses after each class meeting.
  - b. Review the ungraded progress checks for each class meeting for practice questions.
  - c. Rewrite your notes, paraphrasing the material and writing by hand.
  - d. Remember that applied psychology is tricky: this material feels intuitive, so it's easy to overestimate your preparation for exams!
5. Use office hours and come see me if you ever have questions or concerns. My door is open!

**Learning Objectives:**

This course satisfies department learning objectives #1 (*Written Communication*), 2 (*Oral Communication*), 5 (*Critical Analysis and Reasoning*), 6 (*Information Literacy*), 12 (*Psychological Knowledge*), 13 (*Applying Psychology*), and 14 (*Career Preparation*). In plain language, I want you to:

- Gain insight into how to be more productive and successful as an individual worker, and how to manage the work of other people in ways that they find motivating and satisfying.
- Apply course concepts and psychological theory to understanding and addressing concrete organizational problems.
- Comfortably discuss and present information about organizational psychology in front of your peers.
- Develop better teamwork and writing skills through the process of completing a structured group assignment.
- Learn what careers in I/O psychology involve and how I/O fits into the broader spectrum of specialization areas within psychology.
- For those students interested in a career in this area, prepare for higher level courses in I/O Psychology or Human Resource Management by learning important foundational material to draw on in future classes.

**Course Assignments:**

**1. Exams**

There will be two exams during the course of the semester and one exam during the regularly-scheduled final exam period. All three exams consist of 30 multiple choice questions (60%) and 8 short answer questions (40%). Exam 3 serves as the cumulative final exam for the course; it covers select topics from exams 1 and 2 in addition to new topics introduced since exam 2.

**2. Group Project: Written analysis of an organizational problem**

This project builds on the knowledge and skills that you have gained in class. As a group of 3-4 people, you need to identify an organization that you can easily access to identify one or more major problems, utilize organizational theory to describe how the problems arose and how they are maintained, and apply this theory to derive reasonable suggestions to resolve the problem. This project will culminate in a written paper and presentation that you will make in front of the class at the end of the semester. Further details will be provided later in the semester.

**Student Assessment:**

COURSE COMPONENT	POINTS
Exams (3 @ 100 points each)	300
Group Project: Overview/Contract	15
Group Project: Paper	100
Group Project: Presentation	35
<b>TOTAL:</b>	<b>450</b>

EARNED PERCENTAGE TOTAL	COURSE GRADE	EARNED PERCENTAGE TOTAL	COURSE GRADE
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	<60%	F
77-79%	C+		

### Course Policies

#### **Academic Integrity Policy:**

Cheating and plagiarism are serious violations of the College's Academic Integrity Policy. It is your responsibility to familiarize yourself with this policy, which is available in full at the link below. Under this policy, I am obligated to file any academic integrity violations for review. In the interest of promoting academic integrity, all work submitted to Canvas will be subjected to a plagiarism scan. Please note that the result of this scan is that your work will be stored anonymously within the Turn-It-In system to be compared against future submissions made by other students.

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642>

#### **Assignment Policies:**

- **Assignment Submission:** All project components must be submitted to Canvas for a timestamp and plagiarism scan unless otherwise indicated; emailed submissions will not be accepted. You are responsible for checking that you have uploaded the correct file to Canvas before the deadline, that your uploaded file has a valid extension, and that your uploaded file can be opened. Incorrect or invalid submissions accrue a late penalty as noted below.
- **Assigned Reading:** Any required readings will be posted on Canvas for you to download. Read the materials carefully because you will be expected to discuss the readings and have sufficient understanding to participate in class activities. All assigned readings are assessed on the exams.
- **Exams:** Students are not permitted to leave the classroom during exams except in cases where accommodations have been made through Disability Support Services. Moreover, students are not allowed to have any personal electronic devices on and in view during exams. This includes computers, tablets, cell phones, and wearable technology. Earbuds or headsets cannot be worn during exams. Make-up exams are only provided in extreme extenuating circumstances, defined at my discretion, and will differ in format and content from the exam administered to the rest of the class.
- **Late Penalties:** Canvas reports the dates and times that items are due. Late submissions will be penalized at a rate of 15% per 24-hour block after the deadline. That is, an assignment submitted up to 24 hours late receives a 15% penalty, between 24-48 hours late receives a 30% penalty, and between 48-72 hours late receives a 45% penalty. After an assignment is in excess of 72 hours late, including weekends, I will no longer accept it and you will receive a 0% grade. *This policy applies to group assignments as well; the entire team will receive a late penalty, if applicable.*

**Attendance Policy:**

Attendance is expected in accordance with the College attendance policy, explained in full here: <http://policies.tcnj.edu/policies/digest.php?docId=8162>

**Communication Policy:**

All communication about the course will be sent to your TCNJ email. You are expected to regularly check this account. All communication to me should be emailed to [dahling@tcnj.edu](mailto:dahling@tcnj.edu); please do not message me through Canvas because the interface is poorly designed and I'm likely to miss your question.

**Disability Policy:**

Any student who has a documented disability and is in need of academic accommodations should notify me *during the first week of classes* and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. See here for more information: <http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

**Statement of Ethical Principles:**

The Psychology Department has adopted a set of Ethical Principles to communicate our values and guide the conduct of our members. We strive to uphold these principles in all of the contexts in which the members of the department engage: in courses, in research, and in the community. All members of our community - students, faculty and staff – are responsible for familiarizing themselves with these principles and abiding by them. This statement is not intended to replace, but rather expands on existing federal and state protections as well as local policies at TCNJ. Our intention is to more fully articulate the rights and responsibilities of an ethically responsible community of learners in the Psychology Department. A link to the Ethical Principles can be found here: <https://psychology.tcnj.edu/ethical-principles/>

**Extra Credit Policy:**

There are two mechanisms to earn a maximum total of 10 points of extra credit in this class. Earning the full 10 points will improve your final average by approximately 2.2%. There are no other extra credit opportunities aside from these two mechanisms:

1. You can earn a maximum of 5 points of extra credit through research participation in the PIPER system. Each PIPER point, awarded for a half hour of participation, translates into 1 point of extra credit. Please bear in mind that extra credit opportunities will not be available on PIPER until mid-semester to give those students in courses with mandatory research obligations adequate time to complete their quota. (<http://piper.pages.tcnj.edu>)
2. You can earn a maximum of 5 points of extra credit through ungraded, progress check quizzes that I will give at the beginning of every class meeting with a lecture. I will randomly take up five of these quizzes during the course of the semester and award a point of credit to each person who completed the quiz, regardless of the correctness of the answers given. You must be in class to complete the quiz to earn these points; students who are absent or tardy will not have an opportunity to make up the quiz when it is taken up for credit.

**Student Conduct Policy:**

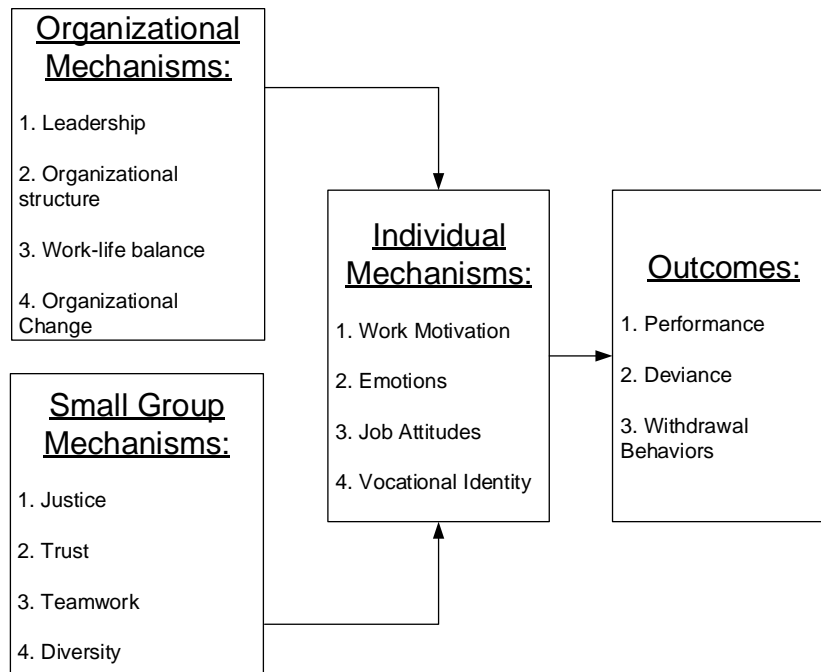
The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment

governs the college’s commitment to and expectations of having an environment that respects the diversity of all members of the campus community. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at [thompsok@tcnj.edu](mailto:thompsok@tcnj.edu).  
<http://policies.tcnj.edu/policies/digest.php?docId=9122>

**Technology Policy:**

Cell phones should be muted and out of sight during class. [Although research is clear that laptop usage in the classroom is detrimental to exam performance](#), you can make your own choice and may bring a laptop or tablet if you feel it is helpful to take notes. However, if it is clear that you are not paying attention or that you are distracting others, I will ask you to put your computer away.

**Course Model**



### Tentative Course Schedule

The schedule of topics and due dates is subject to change due to unexpected delays, class cancellations, or other problems that emerge. Any changes from this schedule will be announced in class and via email. In the event of a significant change, I will also post an updated syllabus with a revised schedule to Canvas that supersedes the original syllabus. All project components must be submitted to Canvas by the specified deadlines stated in Canvas.

A typical class meeting will start with an ungraded progress check to review material covered in the previous class meeting. We will then move into the lecture for the day. We will have 1-2 group discussions and activities interspersed in the lecture to draw on assigned readings.

Date	Topics & Reading for Class	Items Due
Jan 29	<p><b>Overview of I/O Psychology</b> Helms, J.L., &amp; Rogers, D.T. (2011). Careers in industrial and organizational psychology. In J.L. Helms &amp; D.T. Rogers (Eds.), <i>Majoring in psychology: Achieving your educational and career goals</i> (pp. 156-173). Malden, MA: Wiley-Blackwell.</p>	
Feb 1	<p><b>Criteria: Job Performance</b> Bolino, M.C., &amp; Turnley, W.H. (2005). The personal costs of citizenship behavior: The relationship between individual initiative and role overload, job stress, and work-family conflict. <i>Journal of Applied Psychology, 90</i>, 740-748.</p>	<b>Article outline for discussion</b>
5	<p><b>Criteria: Rule Breaking &amp; Deviance</b> Litzky, B.E., Eddleston, K.A., &amp; Kidder, D.L. (2006). The good, the bad, and the misguided: How managers inadvertently encourage deviant behaviors. <i>Academy of Management Perspectives, 20</i>, 91-103. <b>Case:</b> Do Something – He’s About to Snap</p>	
8	<p><b>Criteria: Rule Breaking &amp; Deviance</b> Kim, E., &amp; Glomb, T.M. (2010). Get smarty pants: Cognitive ability, personality, and victimization. <i>Journal of Applied Psychology, 95</i>, 889-901.</p>	
12	<p><b>Criteria: Withdrawal Behaviors</b> Holtom, B.C., Mitchell, T.R., &amp; Lee, T. (2006). Increasing human and social capital by applying job embeddedness theory. <i>Organizational Dynamics, 35</i>, 316-331. <b>Case:</b> Why are we losing our good people?</p>	
15	<p><b>Individual Mechanisms: Work Motivation</b> Latham, G.P. (2001). The importance of understanding and changing employee outcome expectancies for gaining commitment to an organizational goal. <i>Personnel Psychology, 54</i>, 707-716.</p>	
19	<p><b>Individual Mechanisms: Work Motivation</b> Trépanier, S.-G., Fernet, C., &amp; Austin, S. (2013). The moderating role of autonomous motivation in the job demands-strain relation: A two sample study. <i>Motivation and Emotion, 37</i>, 93-105. <b>Case:</b> Jinjian Garment Factory</p>	

22	<b>Individual Mechanisms: Emotions at Work</b> Côté, S., DeCelles, K.A., McCarthy, J.M., Van Kleef, G.A., & Hideg, I. (2011). The Jekyll and Hyde of emotional intelligence: Emotion-regulation knowledge facilitates both prosocial and interpersonally deviant behavior. <i>Psychological Science</i> , 22, 1073-1080.	
26	<b>Exam 1</b>	
Mar 1	<b>Individual Mechanisms: Job and Career Attitudes</b> Brief, A.P., Butcher, A.H., & Roberson, L. (1995). Cookies, disposition, and job attitudes: The effects of positive mood-inducing effects and negative affectivity on job satisfaction in a field experiment. <i>Organizational Behavior and Human Decision Processes</i> , 62, 55-62.	
5	<b>Individual Mechanisms: Vocational Identity and Interests</b> Duffy, R.D., Allan, B.A., Bott, E.M., & Dik, B.J. (2014). Does the source of a calling matter? External summons, destiny, and perfect fit. <i>Journal of Career Assessment</i> , 22, 562-574.	<b>RIASEC Interest Inventory</b>
8	<b>Small Group Mechanisms: Organizational Justice and Fairness Perceptions</b> Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden costs of pay cuts. <i>Journal of Applied Psychology</i> , 75, 561-568.	
12	<b>Small Group Mechanisms: Psychological Contracts and Trust</b> Schweitzer, M.E., Brooks, A.W., & Galinsky, A.D. (2015). The organizational apology: A step-by-step guide. <i>Harvard Business Review</i> , 93(9), 44-52. <b>Case:</b> When Salaries Aren't Secret	
15	<b>Small Group Mechanisms: Teamwork</b> Jassawalla, A., Sashittal, H., & Malshe, A. (2009). Students' perceptions of social loafing: Its antecedents and consequences in undergraduate business classroom teams. <i>Academy of Management Learning &amp; Education</i> , 8, 42-54.	<b>MBTI Assessment</b>
19, 22	<b>Spring Break</b>	
26	<b>Small Group Mechanisms: Diversity</b> Galinsky, A.D., Todd, A.R., Homan, A.C., Phillips, K.W., Apfelbaum, E.P. ... & Maddux, W.W. (2015). Maximizing the gains and minimizing the pains of diversity: A policy perspective. <i>Perspectives on Psychological Science</i> , 10, 742-748. <b>Case:</b> The Best of Intentions	
29	<b>Small Group Mechanisms: Diversity</b> Morgan, W.B., Walker, S.S., Hebl, M.R., & King, E.B. (2013). A field experiment: Reducing interpersonal discrimination toward pregnant job applicants. <i>Journal of Applied Psychology</i> , 98, 799-809. <b>Case:</b> Gen Y in the Workforce	<b>Project overview</b>
Apr 2	<b>Exam 2</b>	

5	<b>No Class Meeting (Conference Travel)</b>	
9	<p><b>Organizational Mechanisms: Leadership</b>            Bruckmüller, S., Ryan, M.K., Rink, F., &amp; Haslam, S.A. (2014). The glass cliff: Examining why women occupy leadership positions in precarious circumstances. In S. Kumra, R. Simpson, &amp; R.J. Burke (Eds.), <i>The Oxford handbook of gender in organizations</i> (pp. 314-331). New York: Oxford University Press.</p>	
12	<p><b>Organizational Mechanisms: Leadership</b>            Javidan, M., Dorfman, P.W., de Luque, M.S., &amp; House, R.J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. <i>Academy of Management Perspectives</i>, 20, 67-90.</p>	
16	<p><b>Organizational Mechanisms: Structure</b>            Anand, N., &amp; Daft, R.L. (2007). What is the right organization design? <i>Organizational Dynamics</i>, 36, 329-344.  <u>Case:</u> Wild Wear</p>	
19	<p><b>Organizational Mechanisms: Social Networks</b>            Casciaro, T., &amp; Lobo, M.S. (2005). Competent jerks, lovable fools, and the formation of social networks. <i>Harvard Business Review</i>, 83, 92-99.</p>	
23	<p><b>Organizational Mechanisms: Culture</b>            Van Maanen, J. (1991). The smile factory: Work at Disneyland. In P.J. Frost, L.F. Moore, M.R. Louis, C.C. Lundberg, &amp; J. Martin (Eds.), <i>Reframing organizational culture</i> (pp. 58-76). Newbury Park, CA: Sage</p>	
26	<p><b>Organizational Mechanisms: Work-Family Balance</b>            Major, D.A., &amp; Lauzun, H.M. (2010). Equipping managers to assist employees in addressing work-family conflict: Applying the research literature toward innovative practice. <i>The Psychologist-Manager Journal</i>, 13, 69-85.  <u>Case:</u> Off-ramp – or Dead End?</p>	
30	<b>No Class Meeting (Finalize Project Materials)</b>	<b>Project slides &amp; paper due</b>
May 3	<p><b>Organizational Mechanisms: Organizational Change &amp; Development</b>            Kotter, J.P. (2007). Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, 85 (1), 96-103.  <u>Case:</u> Daimler-Chrysler</p>	
7	<b>No Class Meeting (Presentation Practice)</b>	
10	<p><b>Final Meeting: Presentations &amp; Course Evaluations</b>            No assigned reading.</p>	<b>All groups present during class</b>
??	<b>Exam 3, during scheduled final exam period</b>	