

Chaminade University - Honolulu
PSY 434 Organizational Psychology
Spring 2016

Instructor: Abby Halston, Ed.D, NCC, LMFT
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Office Hours: By appointment before class
email: abby.halston@adjunct.chaminade.edu

Time: Wednesdays 5:30-9:40pm
Room: Schofield BKS 227

Texts: Organizational Behavior; Robbins & Judge; 17th Ed.
Sun Tzu and The Art of Business by Mark McNeilly

Optional

Publication Manual of the American Psychological Association, 6th Edition ISBN: 9781433805615.
This book is available at the Chaminade Bookstore or online.

Catalog Course Description

The subfield of psychology that deals with work in commercial and industrial settings. Areas covered include job morale, satisfaction, organizational effectiveness, growth, and change. The field covers the individual worker plus the worker in a group setting.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcome of Applied Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

Course Description

The scope of this course is an exploration of organizational structure from the perspective of psychology. The focus of this course is an examination of the impact/interaction of individual processes, group processes, and organizational processes upon productivity, job satisfaction, absenteeism and turnover. The course will focus on 1) **psychology in context**: psychology and organizations, 2) **social psychology of work behavior**: emotions, diversity, motivation, attitudes, social behavior in organizations, leadership, and stress management, 3) **person-work-organization fit**: analyzing work, performance appraisal and feedback, staffing: attraction, interview skills, selection, and placement, training and development, and the work context, 4) **behavior management**: communication, groups and teams, decision making, interpersonal skills, designing effective organizations, managing change in organizations, 5) emotional intelligence within organizations, and 6) **organizational culture**. The course will also focus on the Art of Business by Mark McNeilly, thus providing a culturally diverse perspective to organizational psychology.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The application of the scientific method and research to managerial problems within organizations.
2. The impact of individuals, groups, and organizational structures on productivity, job satisfaction, absenteeism, and turnover.
3. Evolutionary theory and its relationship to organizational psychology.

4. The application of psychological principles to organizational structures and organizational culture.
5. Ethical concerns within the context of organizational psychology.
6. Cross-cultural concerns within the context of organizational psychology.
7. Stress management for the quality of an individual's life and morale at work.
8. Chinese approach to organizational management.
9. The social, emotional, and interpersonal skills necessary to *manage* within an organizational context.
10. How the Five Marianist Educational Values are integrated into the course.

Student Course Requirements

1-Attendance and class participation in exercises: 10 classes @ 10 points each

Each student is expected to attend all 10 class sessions. Class activities are designed to complement information in the text and to receive credit for participation each student will need to contribute to the class discussions and engage in group activities. It is important that you plan ahead and be prepared by completed the weekly assigned chapter readings. Please inform instructor if you will be missing a class session by email or phone.

2- Weekly chapter reviews related to your organization – 5 reviews @ 10 points each

Each week students will research organizational news articles related to their assigned organization and correlated to the assigned chapters. Students will then summarize their research in a two page review per assigned weekly chapters. Weekly paper will be APA formatted with references included.

3- Midterm and Final Exam- 2 @ 50 points each

Students will complete a Midterm and Final exam that will assess their comprehension of the textbook material and lecture discussions.

4- Organizational Behavior Term Paper- 1 @ 100 points possible

Students will compile their weekly chapter reviews into one final research paper that encompasses the organizational behavior of their assigned business. Paper will provide an overview of the diversity, attitudes/job satisfaction, emotional outlook, personality/ values, decision making concepts, motivational concepts, group behaviors, work teaming, communication, leadership styles, politics, conflict/negotiation history, organizational structure/culture, human resources, and stress management. Paper will be a total of 7-8 pages excluding title and reference pages, APA formatted, and utilize at least 10 references. Students will then present their paper in a 10 slide PowerPoint presentation to the class. Paper should also integrate your awareness of The Art of War.

Course Assessment Review-

Attendance- 10 classes @ 10 points each= 100 points

Weekly Organizational Reviews- 5 reviews @ 10 points each= 50 points

Midterm and Final- 2 @ 50 points each- 100points

Term Paper- 1 @ 100 points possible

Total points possible= 350 points

Grading

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 60%

LATE work will be accepted with a 50% deduction in points.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from:

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from:

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quote was taken directly from: <http://allpsych.com/researchmethods/replication.html>

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade University Undergraduate Catalog 2012/2013, pg. 54-55

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by **emailing the instructor**. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than two weeks of classes may lead to a grade reduction for the course. Any absence of three weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Students With Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is

important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one

hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

***Selected from Characteristics of Marianist Universities: A Resource Paper,
Published in 1999 by Chaminade University of Honolulu, St. Mary's
University and University of Dayton***

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Weeks 1-10 Course Dates	Assigned Chapters	Assignment Due dates
Week1- April 6, 2016	Course Syllabus Review Chapter 1	
Week 2- April 13, 2016	Chapters 2, 3, 4	Weekly review due April 17, 2016 11:59pm
Week 3- April 20, 2016	Chapters 5, 6, 7	Weekly review due April 24, 2016 11:59pm
Week 4- April 27, 2016	Chapter 8 and Mid-Term	
Week 5- May 4, 2016	Chapters 9, 10, 11	Weekly review due May 8, 2016 11:59pm
Week 6- May 11, 2016	Chapters 12, 13, 14	Weekly review due May 15, 2016 11:59pm
Week 7- May 18, 2016	Chapters 15, 16, 17	Weekly review due May 22, 2016 11:59pm
Week 8- May 25, 2016	Field Trip to Organization	Paper and PowerPoint Presentation due May 29, 2016 11:59pm
Week 9- June 1, 2016	In-Class Presentations	
Week 10- June 8, 2016	Final Exam	

	A 5 points	B 3 points	C 2 points	D/F 0 points
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to APA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to APA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in APA style.	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to APA style, nor listed correctly on the Works Cited page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Power Point Presentation	10 slides excluding title and reference slides that reviewed the major findings of your paper.	5--9 slides excluding title and reference slides that reviewed the major findings of your paper.	Less than 5 slides excluding title and reference slides that reviewed the major findings of your paper.	No PowerPoint presentation
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors