

# PSY 434 Organizational Psychology

Chaminade University - Honolulu  
PSY 434 Organizational Psychology  
Spring 2017

**Instructor:** Abby Halston, Ed.D, NCC, LMFT  
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**Room:** Tripler  
**Time:** 5:30-9:30 pm  
**Office Hours:** By Appointment

**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 – 7 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 one-page review per assigned weekly chapters. Weekly paper will be APA formatted with references included.

#### **3- Midterm and Final Exam- 2 @ 25 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 5-6 pages excluding title and reference pages, APA formatted, and utilize at least 7 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 Business.

### **Course Assessment Review-**

**Attendance- 10 classes @ 10 points each= 100 points**

**Weekly Organizational Reviews- 7 reviews @ 10 points each= 70 points**

**Midterm and Final- 2 @ 25 points each- 50 points**

**Term Paper- 1 @ 100 points possible**

**Total points possible= 320 points**

### **Grading**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 60%

**LATE work will be accepted up to one week post due date 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.

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**Tentative Course Schedule**

Weeks 1-10 Course Dates	Assigned Chapters	Assignment Due dates Due to instructor email with assignment clearly identified in subject line.
Week 1- April 12, 2017	Course Syllabus Review Chapter 1	
Week 2- April 19, 2017	Chapters 2 & 3	Weekly review due April 23, 2016 11:59pm
Week 3- April 26, 2017	Chapters 4 & 5	Weekly review due April 30, 2016 11:59pm
Week 4- May 3, 2017	Chapter 6 & 7	Weekly review due May 7, 2016 11:59pm
Week 5- May 10, 2017	<b>In-Class Midterm</b> Chapters 8 & 9	Weekly review due May 14, 2016 11:59pm
Week 6- May 17, 2017	Chapters 10 & 11	Weekly review due May 21, 2016 11:59pm
Week 7- May 24, 2017	Chapters 12 & 13	Weekly review due May 28, 2016 11:59pm
Week 8- May 31, 2017	Chapters 14 & 15 Field Trip to Organization	Weekly review due June 4, 2016 11:59pm
Week 9- June 7, 2017	Chapters 14 & 15	<b>Paper and PowerPoint Presentation due June 4, 2017 11:59pm</b>
Week 10- June 14, 2017	<b>Final Exam</b> <b>In-Class Presentations</b>	