

Chaminade University
PSY 434 Organizational Psychology

Instructor: Blendine P. Hawkins, Ph.D., LMFT **Class Room:** Online
Off. Number: (808) 739-7495 **Day/Time:** Online
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Office Hours: Please feel free to email me to set up a time to meet.

Textbooks

Required: Robbins, S. P., & Judge, T. A. (2001). Organizational behavior, 18th ed. Pearson Publishers.

Recommended: McNeilly, M. R. (2012) Sun Tzu and the Art of Business: Six Strategic Principles for Managers. Oxford University Press.

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.

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

Weekly class discussions (7)	105 pts (7 x 15 points each)
Mid-Term Examination	120 pts
Final Examination	120 pts
Organizational Behavior Research Paper	<u>155 pts</u>
Total Points	500

Grades for the course will be assigned using the following points-percentage equivalency:

450-500	90% - 100%	A	-Outstanding scholarship and an unusual degree of intellectual initiative.
400-449	80% - 89%	B	-Superior work done in a consistent and intellectual manner.
350-399	70% - 79%	C	-Average grade indicating a competent grasp of subject matter.
300-349	60% - 69%	D	-Inferior work of the lowest passing grade; not satisfactory for fulfillment of Pre-requisite coursework.
349↓	59% or below	F	-Failed to grasp even the minimum subject matter; no credit given.
I	- Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. The issuance of an "I" grade is not automatic.		

Class policies

This course requires you to log in to Canvas weekly. In lieu of in vivo class meetings, there will be quizzes and group discussions, and while you can work at your own pace, there are clear deadlines for all assignments.

- All assignments will be due by 11:59 pm on the due date specified on this syllabus.
- No late assignments will be accepted unless a special arrangement was made 48 hours prior to the due date or test date. Late submissions will be accepted within 7 days of the due date (except past the last week of class) and a 5 percent late deduction per day will be incurred for each class day it is late.
- You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). Documentation may be necessary.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation.
- No examinations will be administered after its due date has passed (please refer to the course calendar below).
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.
- Papers or submissions that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting.
- Any student who stops attending a course without officially withdrawing may receive a failing grade.

YOU MUST DO THE READING TO DO WELL IN THE COURSE.

Attendance

With on-line courses I know you are attending if you show up on the Canvas discussion board and take part. If you do not show up and take part in the discussions and submit exams and assignments, then you are not attending the class.

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

Description of the Assessments

Discussion Questions (105 pts, 7 x 15 points each)

Each week there will be assigned chapter readings from your textbook. The 5 Discussion questions will be based on the readings. This assignment will give you an opportunity to interact with your classmates and build a dialogue with them. Each week you will be required to post 1 comment with a question on the instructor's post (this may be a video clip, provocative question, news article, or other media connected to the week's topic) **by Wednesday 11:59pm of that week**, and post 2 responses (a question or opinion) to your group member's post **by Sunday 11:59pm of that week**. Each post should contain 5 or more sentences. Your first post must contain a reference to the content from your reading that week for you to receive full points. I encourage you to critically think about your answer prior to posting. Please post something substantive, meaning, "Of Substance." Write clearly and concisely. Please be respectful of your fellow students. If you disagree with someone, make constructive comments to support your answer. Cultivate a lively, respectful, and enjoyable learning dialogue.

NOTE: NO late discussion postings will be accepted, as the instructor closes the forum each week. Once the conversation ends, we move on to another topic. Remember, you will see one post per week – you will need to respond once with a question, and respond once to a group member's posts.

Organizational Behavior Research Paper and Video Presentation (155 points)

This assignment will train you how to observe behavior in organizations and synthesize both the concepts from your text and also the research literature (step-by-step instructions on how to access the literature will be provided on Canvas). To do this paper you will choose a familiar organization as a study site. Notify me of the organization for approval by Week 5. For example, you may select a club, a business, a non-profit agency, a military unit -- or any other type of formal organization. You will construct a review of the organization which includes such areas as diversity, attitudes and job satisfaction, personality, values, group behaviors, communication, politics, etc, along with concepts from The Art of Business. Guidelines for the paper and presentation, and a grading rubric will be made available on Canvas. You will summarize the research on one of the main concepts that you cover in your review using peer reviewed academic sources. This paper should demonstrate a good understanding and ability to integrate organizational psychology concepts in reviewing a real organization. The paper should be no less than 5-6 pages excluding title and reference pages, APA formatted, and include at least 3 references. The video presentation will be a brief 3-5 minute summary of your paper. Think about your video as a short review of the main features of your chosen organization using Organizational Psychology concepts. Your video presentation should include the research you accessed and can be as simple as you standing in front of a camera and speaking, or an animated video using programs such as Powtoon, Moovly, or Prezi. Your video must be uploaded to Youtube (I will provide detailed instructions on how to do so) by the same deadline as your paper: Sunday 3/10/2019

Mid-term (100 points) & Final Exam (240 points)

The Mid-term will cover content from chapters 1 to 8, and will include multiple choice questions, and short-answer questions. The Final will be cumulative and cover chapters 1 to 15 and will include mostly multiple-choice questions.

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.

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, 739-4603** 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.

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.

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.

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.

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.

<http://allpsych.com/researchmethods/replication.html>

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

Date	Topic	Readings Due:	Assignments Due:
Week 1	- Review Syllabus - What is Organizational Behavior	Chapter 1	View Instructor's Introduction Video and Powerpoint lecture video. Weekly Discussion 1 (Post Introduction by Sunday)
Week 2	- Diversity in Organizations - Attitudes and Job Satisfaction	Chapter 2 & 3	Weekly Discussion 2 (Post Comment by Wednesday, Reply comment by Sunday)
Week 3	- Emotions and Moods - Personality and Values	Chapter 4 & 5	Weekly Discussion 3 (Post Comment by Wednesday, Reply comment by Sunday)
Week 4	- Perception and Individual Decision Making - Motivation Concepts - Motivation: From Concepts to Applications	Chapter 6, 7 and 8	Weekly Discussion 4 (Post Comment by Wednesday, Reply comment by Sunday)
Week 5	Sun Tzu: The Art of Business	McNeilly chapters 1, 5, & 6 (posted on Canvas)	<u>MID-TERM</u>-Portal will be open from Monday till Wednesday to complete within a 3 hour duration.
Week 6	- Sun Tzu: The Art of Business - Leadership - Power and Politics	Chapter 12 & 13	Weekly Discussion 5 (Post Comment by Wednesday, Reply comment by Sunday)
Week 7	- Foundations of Group Behavior - Understanding Work Teams	Chapter 9 & 10	Weekly Discussion 6 (Post Comment by Wednesday, Reply comment by Sunday)
Week 8	- Communication - Conflict and Negotiation	Chapter 11 & 14	Weekly Discussion 7 (Post Comment by Wednesday, Reply comment by Sunday)
Week 9	- Foundations of Organizational Structure - Organizational Culture	Chapter 15 and beyond	Organizational Behavior Research Paper AND Video Presentation DUE Sunday 3/10/2019
Week 10	Final Examination (Chapters 1 through 15)		<u>FINAL EXAM</u>-Portal will be open from Thursday till Sunday to complete within a 4 hour duration.