

**Chaminade University - Honolulu**  
**PSY 434 Organizational Psychology**  
**Spring 2020**

<b><u>Instructor:</u></b>	Robert G. Santee, Ph.D.	<b><u>Time:</u></b>	M/W/F 10:30am – 11:20am
<b><u>Phone:</u></b>	(808) 735-4720	<b><u>Room:</u></b>	Henry Hall 104
<b><u>Office Hours:</u></b>	M/W 12:30pm – 1:30pm By appointment Behavioral Sciences Bldg. 105A	<b><u>Email:</u></b>	rsantee@chaminade.edu
<b><u>Appointment:</u></b>	Pam – 808-735-4751 or email: pamela.silva-patrinis@chaminade.edu		

**Texts:** An Integrative Approach to Counseling: Bridging Chinese Thought, Evolutionary Theory, and Stress Management (IAC); Santee  
The Tao of Stress: How to Calm, Balance, and Simplify Your Life (TOS); Santee  
Sun Tzu and the Art of Business (AOB); McNeilly

The American Institute of Stress (AIS, 2018) report argues that there is considerable research suggesting that **work-related stress** is the primary source of stress for adults in the United States and that it continues to increase.

The 2019 survey (N= 3,617 adults age 18+) finds—as recent surveys have—that personal sources of stress and Americans’ stress levels remain relatively constant year to year. When asked about their personal stressors, around six in 10 adults identify work (64%) and money (60%) as significant sources of stress, making them the most commonly mentioned personal stressors.

Although Americans believe a healthy stress level is on average 3.8 (on a scale of 1 to 10, where 1 is “little or no stress” and 10 is “a great deal of stress”), the average stress level they report experiencing during the past month is 4.9. Both the perceived healthy stress level and the average reported stress level are on par with the levels in 2018 (3.9 for healthy level of stress and 4.9 for average reported level during the past month). When looking by generation, Gen Z adults (18–22 years old) report the highest average stress level (5.8), followed by Gen Xers (41–54 years old) at 5.5, Millennials (23–40 years old) at 5.4; Boomers (55–73 years old) and older adults (age 74 or older) have significantly lower average stress levels comparatively (4.2 for Boomers and 3.0 for older adults).

American Psychological Association (2019). Stress in America: Stress and Current Events. Stress in America™ Survey

### **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 managing organizations from the perspective of psychology within the context of non-western approaches (*Art of Strategy/War*, the *Daodejing* and the *Analectics*) to managing organizations. The focus of this course is an examination of the impact/interaction of individual processes, group processes, organizational processes and the environment upon productivity, job satisfaction, absenteeism, and turnover. The course will focus on 1) **evolutionary 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**.

**Special attention and focus is given to managing stress in organizations and creating a positive workplace environment that is conducive to growth and well-being.**

As chronic stress is a considerable problem in organizations today, Taihequan and Qigong will be taught at the start of each class. ***You must participate fully in the Taihequan and Qigong component of the class or you will be marked absent.***

### Student Learning Outcomes

Student will demonstrate

1. **Declarative Knowledge** (foundational knowledge: such as concepts, facts, theories, information, requirements, meaning, descriptions of things, events, formulas, processes, attributes, and their relationships. Essentially it is what we know about a topic, knowing that) of the field of Organizational psychology **via** a multiple-choice midterm and final exam.
2. **Procedural/Performance knowledge** (essentially knowing how to do something) **via** writing a Customer Service Analysis paper

### Requirements

#### **2 Exams**

Exam 1 = 100 pts (25 questions/multiple choice)

Exam II = 200 pts (50 questions/multiple choice)

**300 pts**

#### **Paper 1**

#### **Customer Service Analysis**

**100 pts**

Paper is to be a minimum of 5 full pages, single spaced, and include a separate **introduction page (2 paragraphs minimum)** and a separate **summary/conclusion (3 paragraphs minimum)** page. See "Format for All Papers" p. 3-4 for formatting requirements.

Student will write a minimum of 1 full **separate page** for **each** organization you visit. Address each of the questions below with a separate paragraph for each agency. Clearly **bold**, separate out

and identify each question, **1-4**, and clearly **bold**, separate out and identify each sub-question (letter and number) in question #4. Student will visit three (3) organizations/businesses (e.g., Sears, Foodland, McDonald's, Bank of Hawaii, CUH Business Office, Gap) and observe their customer service relative to you.

For each organization, I want you to **first** name the organization and indicate the service(s) provided, describe the status of the organization – crowded, clean, are there lines with just one person waiting on everyone, e.g., long bank line and only one teller working while other tellers are in back standing around. **Then** observe and record for each organization the following:

1. **Job skills** – do they know what they are doing? Organized? Appropriately attired?
2. **Interpersonal skills** – do they greet you, say your name, make small talk, are they rude, do they acknowledge you as a person, how are their communication skills?
3. **Emotions** – do they smile, frown, are they angry, do they look stressed, do they look relaxed, etc.?
4. Answer the following questions:
  - a. **What impact does their job skills, interpersonal skills and emotional display have upon you?**
  - b. **How would you rate their service on a scale of 1-10 with 1 = awful, 10 = excellent. Bold the rating. Indicate why.**
  - c. **Does your gender, age, race, emotional status, appearance have any effect upon how you were treated? Explain.**
  - d. **What does the customer service of the organization tell you about how they feel about their customers?**
  - e. **List areas needed for improvement and suggest ways for improvement.**

Total Class Points

**400 pts**

Grading

A = 360 +

B = 320 - 359

C = 300 - 319

D = 260 - 3299

F = 259 ↓

Format for ALL Papers:

- Typed
- Single spaced
- Times New Roman font size 12
- One inch margins on all sides
- Indent first line of each paragraph

- No space between paragraphs
- Each paper must have a cover page, which will include your name, title of the paper, course number, and due date
- Staple all pages together before turning in

### **Due Date/Points Policy for Papers:**

Due date, after class time	10% deduction
2 <sup>nd</sup> day	20% deduction
3 <sup>rd</sup> day	30% deduction
4 <sup>th</sup> day	40% deduction
5 <sup>th</sup> day	50% deduction
Not Accepted after 5 <sup>th</sup> day	

- **All work must be completed within the time frame of the course. Nothing will be accepted after the last class of the term.**

### **Classroom Rules**

- **Cell phones can only be used for recording class lectures. No texting, tweeting, internet use, etc.**
- No sleeping in class.
- No reading outside materials in class.
- *No doing homework for other classes during class.*
- No eating in class.
- No listening to iPods, etc. in class.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
- No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.

### **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 quotes were 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*

### **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***, calling the instructor's campus extension, or the Psychology program office numbers: 735-4751. 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 a week of classes may lead to a grade reduction for the course. Any absence of two 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.

***If you are not in class when roll is taken, you will be counted absent. If you are marked absent, you will lose 5 points for each absence.***

### **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 the **Counseling Center** ([counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)) to make an appointment 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

### **Title IX**

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following: Personal Counseling Center: 808-735-4845**

## **Tutoring Center**

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at [\(808\) 735-4815](tel:8087354815) or [advising@chaminade.edu](mailto:advising@chaminade.edu) The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

## **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

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1/13	What is Organizational Behavior? Scientific Method; Marianist Educational Values; Diversity; Evolutionary Theory/Psychology; <b>Art of Strategy/War: Communication</b> Creating a positive workplace environment conducive to growth and well-being	IAC Intro, 1-2 TOS Intro AOB Intro, 1-2
1/20	<b>1/20 - Holiday</b> <b>Art of Strategy/War: 5 Criteria for Management Chapter 1</b> Ethics in Organizations Customer Service Positive workplace environment	AOB Intro, 1-2
1/27	<b>Art of Strategy/War: Preparation Chapter 2-3</b> Personality and Emotions Individual Differences Positive workplace environment	AOB 1, 4
2/03	<b>Art of Strategy/War: Calculation and Strategic Positioning (Form/shape xíng 形) Chapter 4</b> Perception and Individual Decision Making Group Decision Making Positive workplace environment	AOB 5 TOS 10
2/10	<b>Art of Strategy/War: Strategic Advantage</b> (power; force; influence 勢 shì) <b>Chapter 5</b> Positive workplace environment	AOB 5
2/17	<b>2/17 – HOLIDAY</b> <b>Art of Strategy/War: Strengths and Weaknesses Chapter 6</b> <b>SWOT Analysis</b> Positive workplace environment	AOB 2-3
2/24	<b>Art of Strategy/War: Managing Groups Chapter 7 – 10</b> Positive workplace environment	AOB 6-7
3/02	<b>Art of Strategy/War Chapter 7 – 10</b> <b>Review Exam</b> <b>3/6 – EXAM I</b>	AOB 6-7

3/09	Western History of Organizational Psychology Motivation, Values, Attitudes, Emotional Intelligence Positive workplace environment <b>3/13 – PAPER 1 DUE (Customer Service Paper)</b>	IAC 6
3/16	Power and Politics; Conflict and Negotiation Positive workplace environment	IAC 6
3/23	<b>SPRING BREAK – 3/23 – 3/27</b>	
3/30	<b>Daodejing</b> and Organizational Management Positive workplace environment 3 Daoist Teachings for Addressing Challenges in the Environment; 3-step Daoist Approach/Path to Managing Stress; Positive workplace environment	IAC 5
4/06	<b>Confucianism</b> and Organizational Management Positive workplace environment	IAC 5
4/13	Organizational Change, Stress Management and Counseling Positive workplace environment	IAC 2-3, 8-13 TOS 3-5
4/20	Organizational Change, Stress Management and Counseling Positive workplace environment	IAC 2-3, 8-13 TOS 6-8
4/27	Organizational Change, Stress Management and Counseling, <b>Review Exam</b>	IAC 2-3, 8-13 TOS 9-10
5/7	<b>EXAM II – 11:00AM – 12:00PM</b>	