

Chaminade University - Honolulu
PSY 434 Organizational Psychology
Spring 2022

Instructor: Robert G. Santee, Ph.D.
Phone: (808) 735-4720
Office Hours: Monday and Wednesday
12:30-1:30

Time: 10:30-11:20 M-W-F
Room: H104
Email: rsantee@chaminade.edu

Call Pam at 735-4751 to make an appointment during office hours

Text: *Essentials of Organizational Behavior: An Evidence Based Approach* (2nd edition, 2019). **OB**
Scandura.
The Art of War: SunTzu (1988). Cleary. **AOW**

Covid 19 Course Adjustment

This course is on ground which requires wearing masks in the classroom. The in-class format will primarily be discussions. Videos and PPP will not be presented in class. The class will start outside with Qigong and Taijiquan.

The entire course is structured through the **module format** on Canvas where all of your assignments, requirements, PowerPoint presentations to review, articles to read, videos to watch (links to the videos are in the weekly module), and readings are indicated. The Files link contains the syllabus, all the PowerPoint Presentations, exercises, samples for assignments, and articles to read. In addition to the modules, the syllabus also lists on a weekly basis the chapter readings

Stress in the Workplace, and COVID19

The American Institute of Stress. Workplace Stress (2020)

Numerous studies show that job stress is far and away the major source of stress for American adults and that it has escalated progressively over the past few decades. Increased levels of job stress as assessed by the perception of having little control but lots of demands have been demonstrated to be associated with increased rates of heart attack, hypertension, and other disorders. In New York, Los Angeles and other municipalities, the relationship between job stress and heart attacks is so well acknowledged, that any police officer who suffers a coronary event on or off the job is assumed to have a work-related injury and is compensated accordingly (including heart attack sustained while fishing on vacation or gambling in Las Vegas).

[Workplace Stress - The American Institute of Stress](#)

Corporate Wellness Magazine. Workplace Stress: A Silent Killer of Employee Health and Productivity (2021)

"Having a job in many ways improves an individual's health and overall attitude toward life." However, many people face significant stress in the workplace that it outweighs any possible benefits and even poses a threat to their health. The United States' National Institute for Occupational Safety and Health defines job stress as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can, in turn, lead to poor health and even injury. Many workers report experiencing work-related stress at their jobs and this compromises their performance and health. A recent [survey](#) by Northwestern National Life revealed that about 40% of workers reported that their jobs were extremely stressful. In another [survey](#) by Yale University, 29% of workers reported feeling extreme stress because of their jobs.

Stress levels vary between professions and population groups. Some workers are at a higher risk of stress than others. Studies reveal that younger workers, women, and those in lower-skilled jobs are at most risk of experiencing work-related stress and its attendant complications. Casual full-time workers, who are likely to have the lowest job control and high job demands are most at risk of job strain.

[Workplace Stress: A Silent Killer of Employee Health and Productivity \(corporatewellnessmagazine.com\)](http://corporatewellnessmagazine.com)

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

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.

[Stress in America™ 2019 \(apa.org\)](http://apa.org) page 6, November 2019

American Psychological Association (2020). STRESS IN AMERICA™ 2020 A National Mental Health Crisis

Our 2020 survey is different. It reveals that Americans have been profoundly affected by the COVID-19 pandemic, and that the external factors Americans have listed in previous years as significant sources of stress remain present and problematic.

These compounding stressors are having real consequences on our minds and bodies. It is the unusual combination of these factors and the persistent drumbeat of a crisis that shows no sign of abating that is leading APA to sound the alarm: **We are facing a national mental health crisis that could yield serious health and social consequences for years to come.** There is no question: The COVID-19 pandemic has had a substantial impact on the lives of all Americans, and it will continue to do so. It has disrupted work, education, health care, the economy and relationships, with some groups more negatively impacted than others. **Page 1**

The impacts of the pandemic have left few unscathed. One important underpinning of this is stress related to the economy. More than 6 in 10 adults (63%) say it is a significant source of stress. This is significantly higher than the proportion who said the same in 2019 (46%) and is nearing levels reported during the 2008 recession (69%). Looking at employed adults specifically, while they are just as likely to say work is a source of stress as they were in 2019 (64% of employed adults reported it as a source of stress in both years), more than half (56%) say that job stability is a source of stress, which is significantly higher than the proportion noting the same in 2019 (50%). **P. 7**

[Stress in America™ 2020 \(apa.org\)](http://apa.org) October 2020

Center for Disease Control and Prevention. Employees: How to Cope with Job Stress and Build Resilience During the COVID-19 Pandemic 12/23/20

Whether you are going into work or working from home, the COVID-19 pandemic has probably changed the way you work. Fear and anxiety about this new disease and other [strong emotions](#) can be overwhelming, and workplace stress can lead to [burnoutexternal icon](#). How you [cope with these emotions and stress](#) can affect your well-being, the well-being of the people you care about, your workplace, and your community. During this pandemic, it is critical that you recognize what stress looks like, take steps to build your resilience and manage job stress, and know where to go if you need help.

<https://www.cdc.gov/coronavirus/2019-ncov/community/mental-health-non-healthcare.html>

Course Description

The scope of this course is an exploration of managing organizations within the context of western psychology, especially with a foundation in evolutionary theory, neuroscience, and stress management, and the non-western approaches of the *Art of War* (BingFa) attributed to Sunzi, the *DaodeJing* attributed to Laozi, and the *Analects* of Confucius. Thus, this course explores Organizational Psychology from an interdisciplinary, culturally diverse, holistic, and integrative perspective.

Your success as a managerial leader depends on your ability to generate energy and commitment among people within your organization, and to channel that energy and commitment toward organizational goals. Doing so requires a thorough understanding of the root causes of human attitudes and behavior, as well as how attitudes and behaviors are influenced by leadership and the surrounding organizational and global context.

This course covers the concepts of leadership, motivation, group dynamics, personality, organizational development strategies, and other behavioral aspects involved in the effective management of an organization through readings, lecture, video, discussion. The emphasis is on building a sound grasp of leadership practice, and on developing the ability to apply such knowledge to real-life situations.

Special attention is given to the COVID 19 context and its impact on the work world.

Psychology Program Learning Outcomes (PLOs)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Student Learning Outcomes

1. **Declarative Knowledge:** Students will identify key concepts, principles, and overarching themes in the field of organizational psychology via a multiple-choice midterm and final exam. This outcome links directly to **PLO 1**.
2. **Procedural/Performance Knowledge:** Students will demonstrate the experiential relationship between **adaptation and change**, and a **holistic, integrative approach** to the field of Organizational Psychology via 1) performing the Five Animals Frolic Qigong once a day for 21days, keeping a Journal on your performance, and writing a paper on your experiences in our everchanging environment and 2) writing a reflection paper on your experiences/interactions with the various on ground organizations, businesses, restaurants, banks, stores, doctor/hospital services, recreational companies, hair salons/barbers, etc. (for example, Safeway, McDonalds, Starbucks, Bank of Hawaii, Chaminade, Walmart, Subway, Zippy's, COSTCO, etc.) that you dealt with **prior to the COVID 19 pandemic** and are **currently still dealing with during this ongoing pandemic**. This outcome links directly to **PLO 4**.

Grading

Paper 1

Given the high levels of stress simply being a student in college, which is an organization, the significant amount of stress that is associated with the normal work world and thus is a concern in managing organizations, the fact that this stress in both areas is compounded by the COVID 19 Pandemic, and that this stress needs to be addressed from the perspective of both mind and body, your first paper will require you to address it by performing The Five Animals Frolic Qigong.

This paper is about your experiences performing the Five Animal Frolic Qigong once a day for 10 minutes each day for 21 consecutive days **beginning on 1/14/22 and finishing on 2/3/22**. Paper is **due 2/7** before noon. Each day for 21 days, I want you to keep a journal where, for each day/date, you write down, **minimum 3 complete sentences (no listing)**, and describe 1) your physical, psychological, and behavioral experiences performing the Five Animals Frolic Qigong for that day. At the end of 21 days, I want you to write a paper discussing what this experience of performing the Five Animals Frolic Qigong had on your 1) daily stress levels 2) overall stress levels by comparing day 1 with day 21, 3) ability to relax, 4) daily interaction with others, 5) overall physical, psychological, behavioral and interpersonal health and wellbeing, and 6) understanding of the relevance and application of the Marianist Educational Value of Educate for Adaptation and Change (**adaptation and change**) and the Marianist Educational Value of Provide and Excellent Education (**holistic, integrative approach**)

The video you will follow each day is found on YouTube and is called Five Animals Frolic with Dr. Santee [Five Animals Frolic with Dr. Santee - YouTube](#)

The video is 5 minutes long so you can follow it two times in a row. I want you to include your 21-day journal (**which does not count as part of the typed two full single-space pages, it does however count for 10 of the 30 points for this paper. So, make sure it is complete and thorough**) when you submit your paper. Your journal also needs to be typed and included as part of the paper submission. **Do not** submit your journal separately. This paper is your observations, thoughts and experiences, no references to other additional works or quotes from other additional works – just your observations thoughts and experiences. **30 points**

Minimum typed, two full, single-spaced pages (you can write more), 1-inch margins on all sides, Times New Roman, size 12 font, separate introduction and conclusion, do not run any of the 6 sections, noted above, together. The first line of each paragraph is indented (no one paragraph papers), separate cover page (**cover page does not count as part of the minimum page requirement**), with your name, course, semester, due date.

Paper 2.

For this paper, I want you to discuss your experiences/interactions with the various on ground organizations, businesses, restaurants, banks, stores, doctor/hospital services, recreational companies, hair salons/barbers, etc. (for example, Safeway, McDonalds, Starbucks, Bank of Hawaii, Chaminade, Walmart, Subway, Zippy's, COSTCO, etc.) that you dealt with **prior to the COVID 19 pandemic** and are **currently still dealing with during this ongoing pandemic**. For each separate organization you are still dealing with, remember you are comparing the pre-pandemic situation with the current pandemic situation, answer the following questions.

1. Has there been any changes in how often you utilize their services? Explain your answer.
2. Has there been any changes how you utilize their services? Explain your answer.
3. Has there been any changes in your interactions with the people who provide their services? Explain your answer.
4. Has there been any changes in your stress levels when interacting with the people who provide their services? Explain your answer?
5. Have you noticed any changes in the stress levels of people who provide their services to you? Explain your answer.
6. Have you noticed any changes in the customer service provided to you when you utilize their services? Explain your answer. Please rate (1-10 with 1 = terrible and 10 = great) for each organization (pre and current) and explain your reason for your rating.

Minimum typed, three full, single spaced pages (you can write more), 1-inch margins on all sides, Times New Roman, size 12 font, **separate paragraphs for your introduction and conclusion. Separate paragraphs for each organization etc. Don not run your answers for the questions/answers for each of the organizations together. Each organization and the answers to the questions for that organization are separate from your answers to the questions and answers for the other organizations.** The first line of each paragraph is indented (no one paragraph papers), separate cover page (cover page does not count as part of the minimum page requirement), with your name, course, semester, due date. **Minimum 5 organizations, businesses, etc.**

Clearly identify each organization and each of the questions with their answer for each of the organizations. Remember you are comparing across all six questions, the pre-pandemic situation with the current pandemic situation for each organization separately. Do not discuss different organizations in the same paragraphs. **30 points**

25 item Multiple Choice Mid-Term Exam **100 Points**

50 item Multiple Choice Final Exam **200 Points**

Discussion Questions 3x 15 (See Canvas Module Week 1) **45 points**

Total Points = 405

Grades

A = 364 and above

B = 324-363

C = 283-323

D = 243-282

F = 242 and below

No Late papers, no extra credit, and no incompletes are given in this course.

- **All work must be completed within the time frame of the course. Nothing will be accepted after the last class of the term.**
- **NO MAKE-UP WORK from this class will be allowed. No Exceptions.**
- **If you are late when roll is taken, you will be considered absent. If you leave more than 30 minutes early, you will be considered as absent from the class.**
- **Students must, clearly medical excuses will be allowed, participate in the Taijiquan Form and Qigong at the start of each class. If you do not participate, you will be marked absent.**

✍ **COMPUTERS CAN BE USED FOR CLASS WORK AND AUDIO RECORDING ONLY, NO VIDEO RECORDING PICTURE TAKING, OR ANYTHING ELSE DURING CLASSTIME.**

✎ **CELLULAR PHONES CAN BE USED FOR AUDIO RECORDING ONLY, NO VIDEO RECORDING, PICTURE TAKING, TEXTING OR OTHER CELLULAR USE ALLOWED.**

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 Graduate Catalog 2019/2020, pg. 30-31

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

[Attendance | Chaminade University - PROD \[Integrated\] Catalog](#)

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

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 **Kokua Ike Coordinator** at (808) 739-8305 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. It is your responsibility to send your accommodation letter to your instructor in a timely manner. In other words, the accommodations are not retroactive. Given that this course is online, the primary area that you will be

using it, assuming you have an accommodation for a specific amount of extra time, is on exams. So make sure your accommodation letter is sent to your instructor at the start of the term if you plan on requesting the extra time. For more information contact <https://chaminade.edu/student-life/ada-accommodations/>

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, TutorMe 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 The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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

Use the Modules in Canvas

All papers are submitted via Canvas. The Midterm exam is taken on Friday 3/4 at 10:30 am via Canvas. You have 30 minutes for this exam. The final exam is taken on Tuesday 5/3 at 11:00 am via Canvas. You have 60 minutes for this exam. Use the **modules on canvas for this course as your tentative schedule.**

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1/10	What is Organizational Behavior? Art of War. Daoist and Confucian Approaches	OB Ch 1 AOW all
1/17	Holiday 1/17. What is Organizational Behavior? Art of War. Daoist and Confucian Approaches	OB Ch 1 AOW all
1/24	Personality and Person Environment Fit. Emotions and Mood	Ch 2-3
1/31	Attitudes and Job Satisfaction	Ch 4
2/7	Perception, Decision Making, and Problem Solving Paper 1 Due 2/7 Before Noon	Ch 5
2/14	Leadership	Ch 6
2/21	Holiday 2/21. Power and Politics Exam Review Questions Available	Ch 7
2/28	3/4 Mid-Term Exam 10:30-11:00 am.	
3/7	Motivation: Core Concepts and Applications	Ch 8-9
3/14	Group Processes and Teams. Managing Conflict and Negotiation	Ch 10-11
3/21	Spring Break 3/21-3/25	
3/28	Organizational Communication Diversity and Cross-Cultural Communication	Ch 12-13

Paper 2 Due 3/28 Before Noon

4/4	Organizational Culture	Ch 14
4/11	Organizational Culture Holiday 4/15	Ch 14
4/18	Leading Change and Stress Management	Ch 15
4/25	Leading Change and Stress Management Exam Review Questions Available	Ch 15
5/3	Final Exam 11:00-12:00 pm	