

**Chaminade University of Honolulu
Psy 434 Organizational Psychology
Spring 2023**

Instructor: Robert Santee. PhD
Phone: 808-735-4720
Office Hours: Monday and Wednesday
12:30-1:30

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

Call Pam at 808-735-4751 to make an appointment during Office Hours

Text: *Essentials of Organizational Behavior: An Evidence Based Approach* (2nd Edition, 2019)
Scandura
The ART of WAR: SUN TZU (1988). Cleary

Starting Off: Read this entire syllabus. Go to the Home Page on Canvas for this course. Read the entire Home Page. Go to the Week 1 Module and read each of the components. There is also link for the syllabus on the Home Page.

Course Structure

This entire course is structured through the module format on Canvas where you will find all your instructions, requirements, assignments, Chapter readings, articles to read, PowerPoint Presentations (**PPP**) to review, videos to watch (links to the videos are found in the weekly modules) and due dates. The files link on canvas contains the syllabus, *PowerPoint* Presentations, exercises, samples for assignments and articles to read.

All assignments are submitted through Canvas. Both the mid-term exam and the Final exam are taken on Canvas.

This syllabus contains information regarding course description, grading, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), brief indication of assignments with points, course expectations and requirements, scientific methods definitions, Marianist Educational Characteristics/Values, the Tentative Schedule, and the following CUH required information: academic honesty, attendance policy, students with disabilities, Title IX, Tutoring Center, the Counseling Center and Credit Hour Policy.

Course Format

The in-class format will primarily be short lecture followed by group discussions. Videos and PPP will not be shown in class. The class will start outside with Qigong and Taijiquan practice.

Course Description

The scope of this course is an exploration of leadership and management within the context western psychology, especially with a foundation in evolutionary theory, neuroscience/neuroplasticity, stress management, and social psychology. In addition, we will also be exploring leadership and management with the context on the non-western approaches of the Art of War (*Bingfa*) which traditionally is attributed to Sunzi, the *Daodejing* traditionally attributed to Laozi, and the *Analects* of Confucius traditionally believed to have been compiled and written by his followers.

The grid that will organize and guide this exploration of leadership and management is to what extent does the individual, the group, and the organizational culture (independent variable) impact job satisfaction, productivity, absenteeism, turnover, and organizational citizenship (dependent variable).

Fundamental to your success as managerial leader in today's environment is the ability to isolate out problems, solve problems, make decisions, manage stress, and to generate energy and commitment among employees in the organization to channel that energy and commitment toward meeting organizational goals. Doing so requires a thorough understanding of root causes of human attitudes and behavior, as well as how attitudes and behaviors are influenced by leadership and surrounding organizational and global context.

Thus, this course covers the concepts of leadership, management, motivation, personality, group dynamics, social interactions, diversity, organizational strategy and tactics, organizational culture, and other behavioral aspects of effective management of an organization. The course emphasis is on building a sound grasp of leadership practice and on developing the ability to apply such knowledge to real-life situations.

Chronis Stress on the Job

One of the major concerns today in organizations is that of addressing and managing chronic stress. The American Institute of Stress (2022) notes for 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."

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

20+ Alarming Burnout Statistics (2022): Stress and the Lack of Motivation in the Workplace.

Jack Flynn (10/25/2022) writes

Research Summary: Whether you work from home or in the office, are a gig worker or a CEO, burnout is an indiscriminate and deadly force many of us have had to grapple with. The stress and lack of motivation caused by burnout can have disastrous consequences in the workplace. But how disastrous? To find out more, we've gathered all of the most interesting trends and statistics about burnout. According to our extensive research:

- ❑ **89%** of workers have experienced burnout within the past year.
- ❑ **77%** of employees have experienced feelings of burnout at their current job.
- ❑ **21%** of workers say their company does not offer any program to help alleviate burnout.
- ❑ Even long after the COVID-19 Pandemic, up to **37%** of Americans will be working from home by 2030.
- ❑ The burnout rate is **52% as of 2021**, which is up **9% from 2019**.
- **Workplace stress costs the US economy an average of \$300 billion per year.** Many of these costs include things like: [absenteeism](#), diminished productivity, and accidents, which also contribute to the hefty annual healthcare costs of \$190 billion. [20+ Alarming Burnout Statistics \[2022\]: Stress And Lack Of Motivation In The Workplace – Zippia](#)

As in 2020, American workers across the board saw heightened rates of burnout in 2021, and according to APA's 2021 Work and Well-being Survey of 1,501 U.S. adult workers, 79% of employees had experienced work-related stress in the month before the survey. Nearly 3 in 5 employees reported negative impacts of work-related stress, including lack of interest, motivation, or energy (26%) and lack of effort at work (19%). Meanwhile, 36% reported cognitive weariness, 32% reported emotional exhaustion, and an astounding 44% reported physical fatigue—a 38% increase since 2019.

[Burnout and stress are everywhere \(apa.org\)](#) 1/1/2022

While APA's data suggest persistent workplace stress has contributed to reduced efficacy and exhaustion, Michael P. Leiter, PhD, an honorary professor of organizational psychology at Melbourne's Deakin University and an organizational psychologist who studies burnout, said he's noticed increased cynicism, too, another classic sign of burnout.

[Burnout and stress are everywhere \(apa.org\)](#) 1/1/2022

For many, the pandemic has imposed the need for constant risk assessment, with routines upended and once trivial tasks recast in light of the pandemic. Many people ask, "What is the community transmission in

my area today and how will this affect my choices? What is the vaccination rate? Is there a mask mandate here?" When the factors influencing a person's decisions are constantly changing, no decision is routine. And this is proving to be exhausting.

[Stress and decision-making during the pandemic \(apa.org\)](#) October 2021

According to the survey, nearly one-third of adults (32%) said sometimes they are so stressed about the coronavirus pandemic that they struggle to make basic decisions, such as what to wear or what to eat. Millennials (48%) were particularly likely to struggle with this when compared with other groups (Gen Z adults: 37%, Gen Xers: 32%, Boomers: 14%, older adults: 3%).

[Stress and decision-making during the pandemic \(apa.org\)](#) October 2021

More than one-third said it has been more stressful to make day-to-day decisions (36%) and major life decisions (35%) compared with before the coronavirus pandemic. Younger adults were more likely to feel these decisions are more stressful now (daily decisions: 40% of Gen Z adults, 46% of millennials, and 39% of Gen Xers vs. 24% of boomers, and 14% of older adults; major decisions: 50% of Gen Z adults and 45% of millennials vs. 33% of Gen Xers, 24% of boomers, and 6% of older adults). And slightly more than three in five (61%) agreed the coronavirus pandemic has made them rethink how they were living their life.

[Stress and decision-making during the pandemic \(apa.org\)](#) October 2021

Nearly three in five employees (59%) have experienced negative impacts of work-related stress in the past month, including a lack of interest, motivation or energy (26%), difficulty focusing (21%), and a lack of effort at work (19%).

[Work and Well-being 2021 Survey report \(apa.org\)](#)

Compensation, lack of involvement in decision-making are key workplace stressors

When it comes to the impact of different factors on employee stress levels at work, low salaries (56%, up from 49% in 2019), long hours (54%, up from 46%), and lack of opportunity for growth or advancement (52%, up from 44%) are most commonly reported as very or somewhat significant.

- ☐ Other factors such as too heavy of a workload (50%), lack of paid time off or sick leave (50%), and commuting (50%) are mentioned by half of employees.
- ☐ Nearly half of employees (48%) say lack of involvement in decisions contributes to stress in the workplace, a significant increase from the last time this question was asked in 2019 (39%).
- ☐ More than two in five employees say health and safety factors, such as physical illnesses and ailments (45%) and unpleasant or dangerous physical conditions (44%), impact stress level at work.

Those with a disability are more likely to cite these as having a significant impact on their stress at work (physical illnesses and ailments: 71% vs. 41% of those who do not have a disability; unpleasant or dangerous physical conditions: 69% vs. 39%).

[Work and Well-being 2021 Survey report \(apa.org\)](#)

According to the World Health Organization, burnout is a syndrome resulting from workplace stress that has not been successfully managed. It's characterized by three dimensions: feelings of energy depletion or exhaustion, increased mental distance from one's job or feelings of negativism or cynicism related to one's job, and reduced professional efficacy ([World Health Organization, 2019](#)).

[Burnout and stress are everywhere \(apa.org\)](#) 1/1/2022

The impact of stress on daily functioning and productivity (October 2022).

. . . an alarming proportion of adults reported that stress has an impact on their day-to-day functioning, with more than a quarter (27%) saying that most days they are so stressed they can't function. Nearly half (46%) of those under 35 and more than half (56%) of Black adults under 35 agreed with this statement.

[Stress in America 2022: Concerned for the future, beset by inflation \(apa.org\)](#)

Nearly two in five adults (37%) reported that when they are stressed, they can't bring themselves to do anything. Around a fifth of adults also reported experiencing forgetfulness (21%), an inability to concentrate (20%), and difficulty making decisions (17%) in the last month due to stress. Adults with a higher average stress level were more likely than those with a lower average stress level to report experiencing forgetfulness (39% vs. 7%), the inability to concentrate (38% vs. 6%), and difficulty making decisions (31% vs. 5%).

[Stress in America 2022: Concerned for the future, beset by inflation \(apa.org\)](#)

Consistent with psychological science, results from this poll revealed that when adults are feeling stressed, around three-quarters (76%) reported there are aspects of their lives that were negatively impacted. Specifically, their mental health (36%), eating habits (33%), physical health (32%), and interest in hobbies/activities (30%) were among the top aspects negatively impacted by stress. Psychological research on both humans and nonhuman animals revealed that the effects of stress on the brain, immune system, our gene expression, susceptibility to physical illness, mental illness, and subsequently on people's ability to engage in necessary daily tasks can be long lasting, and even intergenerational.

[Stress in America 2022: Concerned for the future, beset by inflation \(apa.org\)](#)

Around a quarter of adults (25%) reported that during the prior month, they very/fairly often felt difficulties were piling up so high that they could not overcome them. Latino/a adults (27%) were the most likely to say they very/fairly often felt difficulties were piling up so high that they could not overcome them (compared with 24% of White adults, 23% of Black adults, and 18% of Asian adults). A similar proportion of adults reported they are so stressed they feel numb (30%). Latino/a adults also were more likely than White and Asian adults to report feeling this way (35% vs. 28% and 26%). And around three in 10 Black adults (31%) reported they are so stressed they feel numb.

[Stress in America 2022: Concerned for the future, beset by inflation \(apa.org\)](#)

Around three-quarters of adults (76%) said they have experienced health impacts due to stress in the prior month, including headache (38%), fatigue (35%), feeling nervous or anxious (34%), and/or feeling depressed or sad (33%).

[Stress in America 2022: Concerned for the future, beset by inflation \(apa.org\)](#)

Around seven in 10 adults (72%) have experienced additional health impacts due to stress, including feeling overwhelmed (33%), experiencing changes in sleeping habits (32%), and/or worrying constantly (30%). And more than one in 10 said they have been using alcohol, cigarettes, or drugs to relax (15%). Adults with a higher average stress level were more likely than those with a lower average stress level to report experiencing feeling overwhelmed (57% vs. 11%), changes in sleeping habits (53% vs. 12%), constant worrying (53% vs. 9%), and using alcohol, cigarettes, or drugs to relax (30% vs. 5%).

[Stress in America 2022: Concerned for the future, beset by inflation \(apa.org\)](#)

Despite myriad stressors weighing on adults, slightly more than seven in 10 (71%) adults reported that they feel hopeful about their future. In fact, a majority of adults (72%) said they can get things done even when they are feeling stressed, and around half of adults (51%) have very/fairly often felt confident about their ability to handle personal problems in the last month.

[Stress in America 2022: Concerned for the future, beset by inflation \(apa.org\)](#)

Thus, the importance of practicing Taijiquan and Qigong at the start of the class and the exploration and practice of mindfulness in class and through videos and reading on Canvas regarding your individual health and well-being personally and on the job.

Psychology Program Learning Outcomes (PLOs)

1. Students will identify key concepts, principles, and overarching theme in psychology
2. Students will exhibit the value of adaptation and change through the critical 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 Learning Outcomes (CLOs).

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 psychology via the 1) Journal and Paper Analysis of their practice of the Five Animals Frolic Qigong and 2) their Customer Service paper on their experiences of evaluating five organizations. This outcome links directly to **PLO 3** and **PLO 4**.

Assessment

Paper 1: Five Animals Frolic Journal and Paper Analysis. See Canvas Module Week 1 for description, requirements, and format. **40 Points**

Paper 2. Customer Service Analysis paper. See Canvas Module Week 1 for description, requirements, and format. **100 points**

25 Item Multiple Choice Mid-Term Exam. **100 points**

50 Item Multiple Choice Final Exam. **200 points**

Total = 440 points

Grades

A = 396-440

B = 352-395

C = 308-351

D= 264-307

F = 263 and below

Course Guidelines

- There is no extra credit and no incompletes for this course. Late papers will be accepted for one week past the due date. However, the maximum value is 50% of the total points for the assignment. Additional points will be taken from the 50% total points if requirements are not met. Late papers will not be accepted after the one-week due date and your grade will be zero.
- If you are late when roll is taken you will be marked absent. If you leave class 30 minutes and earlier, you will be marked absent. Exceptions will be considered.
- Computers and cell phones are allowed only for taking notes, audio recordings and using for in class group exercises.
- No sleeping in the class is allowed nor leaning your head/body against the wall. If you are tired, then you should go home and sleep.
- You are required to practice the Qigong and Taijiquan at the start of the class. If there are postures and movements that cause you pain or dizziness do not do them. Any extended non-participation will require a doctor's note.

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](#)

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.

Counseling Center

Welcome to the Chaminade University of Honolulu Counseling Center. We are aware that there are many challenges that you will face in your college experience. We are here to provide you with as much mental health support as we can. We are a confidential, safe, diverse, and judgment free center who may be able to support you. Please reach out to us to inquire about our mental health services. Monday–Friday, 8:30 a.m.–4:30 p.m. Redtin Hall, Room 201, [\(808\) 735-4845](tel:(808)735-4845), counselingcenter@chaminade.edu

Students with Disabilities

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

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:(808)735-4815) 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 CHARACTERISTICS/VALUES

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. 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 faith at all.**

Provide an Excellent/Integral 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.

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**.

Educate for Service, Justice and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life 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**.

Educate for Adaptation and 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**.

Scientific Method

*The scientific method is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systemic 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 fall conclusions about natural events**.*

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 above quotes were taken directly from *Research, Design and Counseling* by Heppner, Kivlighan, and Wampold.

Scientific observation is the central element of the scientific method or process. The core skill of a scientist is to make observations. Observation consists of receiving knowledge of the outside world through our senses or recording information using scientific tools and instruments. Any data recorded during an [experiment](#) can be called an observation.

[Scientific Observation - Collecting Empirical Evidence \(explorable.com\)](#)

Tentative Course Schedule

Use the Modules in Canvas

All papers are submitted via Canvas. The Midterm exam is taken on Friday 3/3 at 10:30 am via Canvas. You have 30 minutes for this exam. The final exam is taken on Monday 5/2 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>
1/9	What is Organizational Behavior? Mindfulness. 5 Animals Frolic qigong. Art of War. Daoist and Confucian Approaches	OB Ch 1 AOW all
1/16	Holiday 1/17. What is Organizational Behavior? Art of War. Daoist and Confucian Approaches	OB Ch 1 AOW all
1/23	Personality and Person Environment Fit. Emotions and Mood	Ch 2-3
1/30	Attitudes and Job Satisfaction	Ch 4
2/6	Perception, Decision Making, and Problem Solving Paper 1 Due 2/6 Before Noon	Ch 5
2/13	Leadership	Ch 6
2/20	Holiday 2/21. Power and Politics Exam Review Questions Available	Ch 7
2/27	3/3 Mid-Term Exam 10:30-11:00 am.	
3/6	Motivation: Core Concepts and Applications	Ch 8-9
3/13	Group Processes and Teams. Managing Conflict and Negotiation	Ch 10-11
3/20	Spring Break 3/20-3/24	
3/27	Organizational Communication Holiday 3/27 Diversity and Cross-Cultural Communication Paper 2 Due 3/27 before Noon	Ch 12-13

4/3	Organizational Culture Holiday 4/7	Ch 14
4/10	Organizational Culture	Ch 14
4/17	Leading Change and Stress Management	Ch 15
5/24	Leading Change and Stress Management Exam Review Questions Available	Ch 15
5/2	Final Exam 11:00-12:00 pm	