# Social Psychology of Organizations: SOP 5616-U01 (10551)
## Spring 2016

**Instructor:** Asia A. Eaton, Ph.D.
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**Class:** DM 367C, Mondays, 1:00-3:45pm
**Office:** DM 208, **Tel:** 305-348-0229
**Office Hours**: 4:00-5:00pm Mondays

## Primary Text

Jex, S. M. & Britt, T. W. (2014). *Organizational psychology: A scientist-practitioner approach* (3rd Ed.). Hoboken, NJ: John Wiley & Sons, Inc.

## Course Description and Goals

The organizational side of I-O psychology is the scientific study of individual and group behavior in formal organizational settings. Organizational structures, social norms, management styles, group dynamics, and role expectations are all factors that can influence how people behavior within an organization. By understanding such factors, I-O psychologists hope to improve individual performance and health while at the same time benefiting the organization as a whole.

The main objective of this course is to expose you to the many areas of organizational psychology, including motivation, job attitudes, stress, team processes, leadership, and organizational culture. Throughout the semester, you will have an opportunity to explore these topics within the core areas of organizational psychology. We will read and discuss a selected sample of illustrative research in each of these areas.

## Format

We will have required readings for each class period. <u>You are expected to have thoroughly read the required readings and be prepared to discuss them in detail.</u> Of course, you may integrate additional readings from journals, books, etc. that you believe are relevant to the day's topic.

This class is an opportunity to introduce you to the interesting, complex, and diverse world of organizational psychology. As the professor for the course, I view my role as facilitator of the learning process and not as a lecturer. My goals for this course are three-fold, to ensure that you walk away from the course with the ability to: (a) clearly discuss the topics we covered, (b) obtain the knowledge and skills to think critically and conceptually about organizational phenomena, and (c) acquire the knowledge and skills to relate organizational psychology principles to topics that are germane to your field of study.

As a graduate student, you are expected to play an active role in shaping the learning environment for the class. Each week we will have a guided discussion of the readings that focuses on: (a) identifying the key concepts and take-away points, and (b) critically examining the implications of the day's readings for organizational psychology research. All students are expected to be both verbally and mentally involved in every discussion. A number of critical professional skills are developed in this environment, including:

- Organization of scientific information.
- Integration and application of information from varied sources.

- Critical thinking and the development of arguments that are rooted in scientific information.
- Effective oral communication.

There will be no formal lecture component to the course and my role will be to clarify difficult conceptual or technical concepts, and help to keep the discussions on track. Additionally, I will actively encourage students to openly express their ideas and perspectives regarding the topics, the theory supporting them, and the empirical research on them. However, I will also expect that students provide supporting rationale for their ideas that is grounded in theory and research, and not only anecdotal observations and opinions. Further, I will actively discourage an environment that is internally competitive and hostile.

**Grading**
Grades for this class are assigned in the following manner. There are five primary components to your grade. These are listed below and each of these components will be discussed in detail.

| | |
|---|---|
| Participation | 15 points total (15%) |
| Discussion Leader | 30 points total (30%) |
| Reaction comments | 20 points total (20%) |
| Final Paper Presentation | 10 points total (10%) |
| Final Paper | 25 points total (25%) |
| | 100 points total (100%) |

**1. Participation** (15 points)
Discussion of the topics we will cover are important in this class. Often topics have differing theoretical assumptions. Discussion can help bring this out. Therefore, your discussion in class will figure into your participation grade. Your grade will consist of an (1) objective quantity index and (2) a subjective quality rating.

Attendance is important as well as participation. We have 11 scheduled meetings with assigned readings. I understand that people may miss class for various reasons. I am not worried why you miss. Therefore, you may miss one class session without penalty for any reason. After your first absence, for each class you miss, 5% will be subtracted from your participation grade regardless of the reason you have missed class.

**2. Discussion Leadership** (30 points)
Each student will be responsible for helping lead discussion for TWO of the weeks listed in the syllabus. Discussion leadership shall consist of the following duties:

**First**, you should develop a list of (a) questions and issues the day's readings raise and (b) ways the readings from your week relate to concepts, theories, and readings from other weeks in this class or from psychological science outside of this class. You should bring paper copies of this information to the class session to distribute to other students and you should email a copy of the information to the professor.

**Second**, discussion leaders are responsible for leading a discussion of the material in the readings for the week. Discussion is not reading us the materials that have been read by everyone already. Discussion consists of integrating the material with what we have covered in this class or other classes you have had. Discussion consists of extending the information we all have in common. Discussion consists of pointing out flaws, strengths, applications, etc.

As discussion leaders, your role is to provide a framework that seems sensible for discussing the topic. Perhaps you might present an initial framework at the beginning of class (on the board or via overhead) to highlight common (or divergent) themes that run throughout the readings. Again, discussion does not consist of reading us the material again. Discussion leaders should be ready to keep discussion going by asking the class questions about the readings or commenting on the readings as necessary. Please feel free to ask your colleagues to expand upon ideas they have presented in their reaction comments and thoughts. Your grade as discussion leader depends as much on moderating a class discussion as it does on providing the components described here.

3. **Reaction Comments** (20 points)
For each class period, you must e-mail me and the discussion leader your thoughts/comments/questions on that day's readings (approximately 1 page). These comments should be a springboard for class discussion on the readings. This assignment is very open-ended and subject to great latitude in interpretation. Because some students in the class may specialize in different disciplines (I-O, education), feel free to "spin" the day's themes in a reasonable fashion towards your interests. The primary goal is to make sure students come to class not only having completed the readings, but also having thought carefully about the implications and limitations of the readings. You can comment on common themes, contradictions, important factors that were omitted by the authors, areas in which the authors appeared to be confused, problems in the research design or logic, etc. **Comments must be uploaded to our Dropbox no later than the Friday evening (12:00 midnight) the week before class meets as a Word document**.

There will be 11 weeks with opportunities for you to submit comments, but y*ou do not need to upload comments for the days that you will be leading the discussion*. Thus, there are **9 weeks you should submit reaction comments for** (of the 20 reaction comment points, 2 will be freebies, and the remaining 18 will be evenly divided among the 9 comments you submit). Comments that are complete and thoughtful will receive a score of 2. No late reaction comments, regardless of circumstances, will be accepted.

4. **Final Presentation and Final Paper** (10 points and 25 points)
Students will submit a major paper by choosing an area of organizational psychology based on their own interests and developing a research proposal. The topic need not be one that a student led the class discussion on, though doing so may benefit some students. Although students will not be required to carry out the research they propose, the opportunity to develop a well thought-out proposal should be helpful to those who wish to develop new lines of research or explore ideas relevant to thesis topics or just research for fun. This paper must take the form of a research proposal – it cannot be simply a literature review. I will be available to help you refine your ideas or suggest

appropriate references.  There is no correct page length, but it should be no less than 10 double-spaced pages (not counting references). Papers must be written in accordance with APA style. Papers should be submitted to Turnitin.com, using the **class ID XXXX** and **enrollment password XXXX**. You will present a PowerPoint presentation of your paper, worth 5 points, 1 week before it is due. This presentation should be "polished" and of SIOP quality. Format it similar to a symposia presentation and aim for 10-12 minutes.

Your final paper is due at **11:00am (class time) on May 2, 2016**. Late papers (without documentation of personal emergency or illness) will face a 10% reduction for each calendar day that it is overdue.

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## IMPORTANT COURSE POLICIES

My general approach is to follow all FIU policies.  Some specific policies include:

**Disability:**  Please notify me as soon as possible if you are a student with a university-recognized disability.  We will work together to satisfy any special arrangements you may need as quickly as possible.

**Test and Assignment Makeup policy:**  Each student will be allowed to makeup assignments for university approved reasons. Make-ups for the full-value of the activity will be given only when regular assignments are missed due to student illness, accidents, family emergencies, and other legitimate university excuses.  However, these absences must be documented fully.

It will be much more difficult to makeup discussion leadership.  The only way that this will be possible, given the compressed nature of the schedule, is that if the majority of the class agrees to meet outside of normal class hours for an extra class.  If this issue arises, we will vote as a class on this.  This vote will be by secret ballot.  If the class agrees, I will arrange a meeting place on campus for this extra class.

**Academic Dishonesty:**  Students who do not comply with FIU's academic regulations (e.g., cheating and plagiarism) will receive a grade of zero for that assignment and will be reported to the appropriate academic board(s).

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**Spring 2016**

**Course Schedule**

| | |
|---|---|
| **January 11, 2016** | **Introductory Meeting and Class Introduction** |
| **January 18, 2016** | ***  MLK JR DAY  -- NO CLASS *** |
| **January 25, 2016** | **History and Research Methods** |
| **February 1, 2016** | **Job Satisfaction and Organizational Commitment** |
| **February 8, 2016** | **Counterproductive Work Behavior** |
| **February 15, 2016** | **Motivation 1** |
| **February 22, 2016** | **Motivation 2** |
| **February 29, 2016** | **Leadership 1** |
| **March 7, 2016** | **Leadership 2** |
| **March 14, 2016** | ***  SPRING BREAK  --  NO CLASS  *** |
| **March 21, 2016** | **Group Dynamics** |
| **March 28, 2016** | **Team Effectiveness** |
| **April 4, 2016** | **Organizational Culture / Climate** |
| **April 11, 2016** | ***SIOP WEEK  -- NO CLASS *** |
| **April 18, 2016** | **Organizational Theory, Design, Change and Development** |
| **April 25, 2016** | ***  Final Paper Presentations  *** |
| **May 2, 2016** | ***  Final Paper Due  *** |

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## Spring 2016

**Monday, January 11, 2016**

**Introductory Meeting and Class Introduction**

1.  Chapter 1 –Intro to Organizational Psychology
2.  Cascio, W. F., & Aguinis, H. (2008). Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends. *Journal of Applied Psychology*, *93*(5), 1062

**Monday, January 18, 2016**                                    **\*\*\*  MLK JR DAY  -- NO CLASS \*\*\***

**Monday, January 25, 2016**                                                        **Research Methods**

**Required Readings**

1.  Chapter 2 –Research Methods and Statistics
2.  Staw & Sutton, ASQ 1995, What theory is not
3.  Daft, R. L. (1983). Learning the craft of organizational research. *Academy of Management Review, 8*, 539-546.
4.  Platt, J. R. (1964). Strong inference. *Science, 146*, 347-353.

**Reaction comments due (set 1)**

**Monday, February 1, 2016**                      **Job Satisfaction and Organizational Commitment**

**Required Readings**

1.  Chapter 8 – Beliefs and Attitudes about Work and the Organization
2.  Judge, T.A., Thoresen, C.J., Bono, J.E., & Patton, G.K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 127*, 376-407.
3.  Bowling, N. A. (2007). Is the job satisfaction-job performance relationship spurious? A meta-analytic examination. *Journal of Vocational Behavior, 71*, 167-185.
4.  Meyer, J.P., Stanley, D.J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences**.** *Journal of Vocational Behavior, 76*, 458-473*.*

**Reaction comments due (set 2)**

**Monday, February 8, 2016**                                        **Counterproductive Work Behavior**

**Required Readings**

1.  Chapter 6 – Counterproductive Behavior in Organizations
2.  Colquitt, J.A., Conlon, D.E., Wesson, M.J., Porter, C.O.L.H., & Ng, K.Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology, 86*, 425-445.
3.  Tepper, B.J., Henle, C.A., Lambert, L.S., Giacalone, R.A., & Duffy, M.K. (2008). Abusive supervision and subordinates' organizational deviance. *Journal of Applied Psychology, 93*, 721-732.

4. Mount, M., Ilies, R., & Johnson, E. (2006). Relationships of personality traits and counterproductive work behaviors: The mediating effects of job satisfaction. Personnel Psychology, 59, 591-622.

**Reaction comments due (set 3)**


**Monday, February 15, 2016**                                                                      **Motivation 1**

**Required Readings**

1. Chapter 9 – Theories of Motivation
2. Hackman, J.R., & Oldham, G.R. (1976).  Motivation through the design of work: Test of a theory.  *Organizational Behavior and Human Performance, 16*, 250-279.
3. Locke, E.A. (1991).  The motivational sequence, the motivational hub, and the motivational core. O*rganizational Behavior and Human Decision Processes, 50,* 288-299.
4. Locke, E.A. & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*, 705-717.

**Reaction comments due (set 4)**


**Monday, February 22, 2016**                                                                      **Motivation 2**

**Required Readings**

1. Gagné, M. & Deci, E. L. (2005). Self-determination theory and work motivation**.** *Journal of Organizational Behavior, 26,* 331-362.
2. Grant, A.M. (2008). Does intrinsic motivation fuel the prosocial fire? Motivational synergy in predicting persistence, performance, and productivity. *Journal of Applied Psychology, 93*, 48-58.
3. Locke, E.A. & Latham, G.P. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. *Academy of Management Review, 29*, 388-403.

**Reaction comments due (set 5)**


**Monday, February 29, 2016**                                                                      **Leadership 1**

**Required Readings**

1. Chapter 11 – Leadership and Influence Processes
2. Judge, T.A., Bono, J.E., Ilies, R., & Gerhardt, M.W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*, 765-780.
3. Vroom, V. H., & Jago, A. G. (2007). The role of the situation in leadership. *American Psychologist*, 62, 17-24.
4. Sternberg, R. J. (2007). A systems model of leadership. *American Psychologist*, 62, 34-42.

**Reaction comments due (set 6)**


**Monday, March 7, 2016**                                                                          **Leadership 2**

**Required Readings**

1. Zohar, D. & Tenne-Gazit, O. (2008). Transformational leadership and group interaction as climate antecedents: A social network analysis. *Journal of Applied Psychology, 93*, 744-757.

2.  Dickson, M.W., Den Hartog, D.N., & Mitchelson, J.K. (2003). Research on leadership in a cross-cultural context: Making progress, and raising new questions. *The Leadership Quarterly, 14*, 729-768.
3.  Furst, S.A. & Cable, D.M. (2008). Employee resistance to organizational change: Managerial influence tactics and leader-member exchange. *Journal of Applied Psychology, 93*, 453-462.

**Reaction comments due (set 7)**

**Monday, March 14, 2016**                                     **\*\*\* SPRING BREAK  --  NO CLASS \*\*\***

**Monday, March 21, 2016**                                                                **Group Dynamics**
**Required Readings**

1.  Chapter 11 – Team Dynamics and Processes within Organizations
2.  Leavitt, H. J. (1975). Suppose we took groups seriously… In E. L. Cass & F. G. Zimmer (Eds.), *Man and work in society*. New York: Van Nostrand Reinhold.
3.  Locke, E. A., Tirnauer, D., Roberson, Q., Goldman, B., Latham, M. E., & Weldon, E. (2001). The importance of the individual in an age of groupism. In M. E. Turner (Ed.), *Groups at work: Theory and research* (pp. 501-528). Mahwah, NJ: Erlbaum.
4.  Hinsz, V.B., Tindale, R.S., & Vollrath, D.A. (1997). The emerging conceptualization of groups as information processors. *Psychological Bulletin, 121*, 43-64.

**Reaction comments due (set 8)**

**Monday, March 28, 2016**                                                               **Team Effectiveness**
**Required Readings**

1.  Postmes, T., Spears, R., & Cihangir, S. (2001). Quality of decision making and group norms. *Journal of Personality and Social Psychology*, *80,* 918-930.
2.  Homan, A. C., van Knippenberg, D., van Kleef, G. A., & De Dreu, C. K. W. (2007). Bridging faultlines by valuing diversity: Diversity beliefs, information elaboration, and performance in diverse work groups. *Journal of Applied Psychology*, 92, 1189-1199.
3.  Wageman, R., & Gordon, F. M. (2005). As the twig is bent: How group values shape emergent task interdependence in groups. *Organization Science*, 16, 687-700.

**Reaction comments due (set 9)**

**Monday, April 4, 2016**                                                   **Organizational Culture / Climate**
**Required Readings**

1.  Chapter 14 – Org. Culture and Climate
2.  James, L.R., Choi, C.C., Ko, C.H.E., McNeil, P.K., Minton, M.K., Wright, M.A., & Kwang-il, K. (2008). Organizational and psychological climate: A review of theory and research. *European Journal of Work & Organizational Psychology, 17*, 5-32.
3.  Schneider, B. (1987). The people make the place. *Personnel Psychology, 40*, 437-453.
4.  Judge T. A., Cable D. M. (1997). Applicant personality, organizational culture, and organizational attraction. *Personnel Psychology, 50*, 359-394.

**Reaction comments due (set 10)**

**Monday, April 11, 2016**                    ***SIOP WEEK  -- NO CLASS ***

**Monday, April 18, 2016**          **Organizational Theory, Design, Change and Development**
**Required Readings**
  1. Chapter 13 – Org Theory & Design
  2. Chapter 15 – Org Change & Development
  3. Johnson, M.D., Hollenbeck, J.R., Humphrey, S.E., Ilgen, D.R., & Jundt, D. (2006). Cutthroat cooperation: Asymmetrical adaptation to changes in team reward structures. *Academy of Management Journal, 49*, 103-119.
  4. Szabla, D.B. (2007). A multidimensional view of resistance to organizational change: Exploring cognitive, emotional, and intentional responses to planned change across perceived change leadership strategies. *Human Resource Development Quarterly, 18*, 525-558.

**Reaction comments due (set 11)**

**Monday, April 25, 2016**                                            **Final Paper Presentations**

**Final Papers Due Monday, May 2nd, 11:00am class time**