

# ORGANIZATIONAL PSYCHOLOGY

PSY 768  
SPRING 2009

T,H 1:30-2:45 PM.

<b>INSTRUCTOR:</b>	Dr. Bob Pond	<b>EMAIL:</b>	sbpond@ncsu.edu
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<b>OFFICE HOURS:</b>	MW 2:00-3:00 p.m., and by appointment.		
<b>COURSE LISTSERV:</b>	psy768-001@wolfware.ncsu.edu		
<b>ONLINE SYLLABUS:</b>	<a href="http://courses.ncsu.edu/psy768/lec/001">http://courses.ncsu.edu/psy768/lec/001</a>		

## COURSE PRE-REQUISITES

PSY 764 (or reasonable equivalent) and an understanding of basic behavioral statistics.

## TEXTS

- Staw, B.M. (2004). Psychological dimensions of organizational behavior (3rd Ed.). Upper Saddle River, NJ: Prentice Hall. **(READING)**

## SUPPLEMENTARY READING

Supplementary reading list includes selections from professional journals and books. You should be able to access them directly or from e-reserve. If a link does not work, then try to access the article directly through the library's journal catalog or less directly through PsycINFO. If you are still having problems contact me by email and I'll see what I can do to help you.

## OBJECTIVES

- During the course, students will have the opportunity to read, analyze and discuss conceptual and empirical articles and chapters pertaining to topics in organizational psychology.
- Because of this course, students should be able to provide evidence that they understand more about how people think and behave in organizations.
- By the end of this course, students should have a number of ideas for independent projects and/or thesis or dissertation topics.

## COURSE REQUIREMENTS

- Complete the reading assignments on time.
- Contribute to class discussions by preparing and sharing article summary presentations and otherwise actively participating. Class attendance is mandatory.
- Present term paper topic to class on **February 3**.

## COURSE REQUIREMENTS (Con't)

- Take two exams: **February 26** and **April 28**.
- Write a term paper (Term paper is due by **3:00 p.m., April 14**. Grade is reduced for each day the paper is late - **-NO EXCEPTIONS.**)

## CLASS PARTICIPATION

- Come to class ready to participate! Read and take notes on all of the articles before coming to class. We will summarize articles together and use them to discuss the topic of the week.
- Be prepared to offer a brief (about 5 minute) summary of an article if called upon.
- Spend some time prior to class thinking about how the readings can be integrated with one another and related to: 1) the topic of the week, 2) past topics, and 3) topics coming up.
- Contribution to class discussion is critical. Your views are very important and very much valued. To achieve full benefit of the course (not to mention full credit on this part of your course grade) class attendance is mandatory.
- Prepare at least six (6) topic commentaries over the semester according to guidelines presented below.

## TOPIC COMMENTARY GUIDELINES

- Submit a topic commentary for six (6) of twelve topics covered this semester (starting with "The Individual"). Commentary responsibilities will be firmed-up during the first couple of class periods of the semester.
- The commentary should be approximately 300 ± 100 words.
- Commentary format:
  - ◊ Heading: Topic being addressed, x of 6
  - ◊ Body: Your reactions to the readings associated with the topic you are addressing.
- Post the commentary on the "MESSAGE BOARD" no later than 6 p.m. on the Monday between the Thursday and Tuesday the topic is being discussed. Post in the forum with the week's topic heading (e.g., The Organization, Methodology, etc.).
- Scoring of commentaries: 3 = on time, well composed, and thought provoking; 2 = on time and satisfactorily composed; 1 = late or poorly composed; 0 = no commentary or very poorly composed commentary.
- These commentaries are to be used to help stimulate class discussion – or message board discussion. Write them with this objective in mind.

Here are some questions you can be thinking about when processing each of your readings and preparing for discussion.

1. What seems to be the author's purpose for writing this piece?
2. What concept(s) did the author mention that was(were) foreign to you -- at least at first?
3. What are your reactions to this piece? Why?
4. What concepts in the piece really engaged you and made you think?
5. What point of view (frame of reference, perspective, orientation, agenda) does the author represent. Is s/he up front about it?
6. How does this reading relate to the topic of the week?

## TOPIC COMMENTARY GUIDELINES (con't)

7. How does this reading compare with/contrast with/supplement the other readings of the week?
  8. How does the information covered in this topic relate to other topics previously covered in the course?
- **Be sure to read each other's commentaries** and prepare to respond to them during class and/or on the "MESSAGE BOARD!" Remember, you are required to do six commentaries, but you are encouraged to contribute more.

## TERM PAPER GUIDELINES

### Getting Started

Write a paper that presents the findings of a literature review you conduct during the semester on a topic that expands upon or otherwise supplements the information covered in this course. This is a **term** paper; start the paper today and plan to work on it throughout the semester!

The *APA Style Manual* (p. 5) explains that a literature review should:

- define and clarify a problem;
- summarize previous investigations in order to inform the reader of the state of current research;
- identify relations, contradictions, gaps, and inconsistencies in the literature; and
- suggest the next step or steps in solving the problem.

These are the things you are trying to accomplish, too. For more information about how to develop a literature review, I strongly recommend that you read, "Writing a Psychology Literature Review."

### Steps

#### 1. Determine a topic

Decide upon a few topics (and questions within them) that really interest you and then run some literature searches to see what's available. In the process, you should be able to decide upon one topic, firm up that topic, and adjust the scope of your coverage. Your paper should focus on current literature (i.e., past 5-10 years). The scope of your paper should be such that you are able to find and address 10-15 articles that pertain to your topic.

This is an important first step. A 1-page (max) synopsis of the topic that you will be focusing on over the semester is due to me **before February 3**. It will count towards a 5<sup>th</sup> of your final grade on the paper.

Prepare to present your term paper topic (and how you arrived at it) to the class on **February 3**.

The "SUBMIT ASSIGNMENT" window for the synopsis will open Friday (1/30) at 7:00 a.m. and then **will close Monday (2/2) at 6:00 p.m.**

**Steps (con't)****2. Developing the paper**

You know how to best establish a timeline. I would suggest, however, that you have a working outline of your paper ready by **February 28** and then a first draft by **March 31**. Ask a classmate to review your work and exchange comments and suggestions. Be sure to pair-up with someone early in the semester so that you can exchange drafts and comment on each other's work.

**3. Finishing the paper**

Revise your first draft. Work on grammar, spelling, transitions, clear wording, etc. Use the *APA Style Manual*! It has a helpful chapter titled "Expression of Ideas." The manual also has instructions for citing and referencing the sources you use in your paper.

By the way, I grade both content (organization, focus, critical thinking, original thinking, use of research, etc.), and presentation style (format, grammar and mechanics, professional tone, etc.)

Your paper should be between 10 and 15 pages long. Use 1" margins; double-space your lines; and use 12-point Times font (or something very similar).

**IMPORTANT:** Please be sure to hyperlink all citations to the appropriate reference in the reference section of your paper.

The "SUBMIT ASSIGNMENT" window for your final draft will open Monday (4/13) at 7:00 a.m. and then **will close Tuesday (4/14) at 3:00 p.m.**

**GRADING PROCEDURE**

- Midterm exam 15%
- Final exam 15%
- Class participation 35%  
(Commentaries = 15%, Attendance = 15%,  
Discussion = 5%)
- Term paper 35%

I will be using a 10-point, plus/minus grading scale (for example, 80, 81, and 82 scores yield a "B-" grade, while 87, 88, and 89 are "B+" scores).

## SCHEDULE OF TOPICS

		<b>INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY</b>	
JAN.	8	H	Intro to Class and Organizational Psychology
	13	T	
		<b>THE INDIVIDUAL &amp; THE ORGANIZATION</b>	
	15	H	The Individual
	20	T	
	22	H	The Organization
	27	T	
		<b>THE INTERACTION</b>	
	29	H	Methodology
FEB.	3	T	<i>TERM PAPER PROPOSAL PRESENTATION</i>
	5	H	Psychological Contract
	10	T	
		<b>PSYCHOLOGY OF THE WORK PROCESS</b>	
	12	H	High Performance Cycle
	17	T	
	19	H	Motivation - Performance
	24	T	
	26	H	MIDTERM EXAM
MAR.	3	T	<i>SPRING BREAK</i>
	5	H	
	10	T	Job Design
	12	H	
	17	T	
	19	H	Job Satisfaction
	24	T	
	26	H	Organizational and Job Commitment
	31	T	
		<b>MAINTAINING THE WORK PROCESS</b>	
APR.	2	H	Organizational Citizenship Behavior
	7	T	
	9	H	Job Involvement
	14	T	
		<b>THE DARK SIDE</b>	
	16	H	Employee Withdrawal & Other Potentially Undesirable Actions
	21	T	
	23	H	CaTCH-UP DAY
	28		<b>FINAL EXAM</b>

## ASSIGNED READING

## INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY

## 1/8, 13 INTRO TO CLASS &amp; ORGANIZATIONAL PSYCHOLOGY 38

- 11 Staw, B.M. (1991) Dressing up like an organization: When psychological theories can explain organizational action. Journal of Management, 17(4), 805-815.
- 27 Nord, W. R., & Fox, S. (1999). The individual in organizational studies: The great disappearing act? In S. R. Clegg & C. Hardy (Eds.), Studying organization: Theory and method. Thousand Oaks, CA: Sage.

## THE INDIVIDUAL &amp; THE ORGANIZATION

## 1/15, 20 THE INDIVIDUAL 68

- 20 **READING** George, J. M., & Jones, G. R. (2003). Psychological dimensions of organizational behavior. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (Vol. 3rd, pp. 3-23). Upper Saddle River, NJ: Prentice Hall.

- 7 **READING** Aronson, E. (2003). The rationalizing animal. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 131-138). Upper Saddle River, NJ: Prentice Hall.

- 28 **READING** Taylor, S. E. (2003). Escape from reality: Illusions in everyday life. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 131-155). Upper Saddle River, NJ: Prentice Hall.

- 13 Meglino, B.M., & Korsgaard, A. (2004). Considering rational self-interest as a disposition: Organizational implications of other orientations. Journal of Applied Psychology, 89(6), 946-959.

## 1/22, 27 THE ORGANIZATION 72

- 22 Beehr, T. A. (1996). Macro organizational psychology. In T. A. Beehr (Ed.), Basic organizational psychology (pp. 187-213). Needham Heights, Mass.: Allyn & Bacon.

- 15 **READING** Salancik, G. R., & Pfeffer, J. (2003). Who gets power – and how they hold on to it: A strategic-contingency model of power. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 369-384). Upper Saddle River, NJ: Prentice Hall

- 8 **READING** Leavitt, H. J. (2003). Suppose we took groups seriously... In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 407-415). Upper Saddle River, NJ: Prentice Hall.

- 4 Reis, H.T., & Collins, W.A. (2004). Relationships, human behavior, and psychological science. Current Directions in Psychological Science, 13(6), 233-237.

- 14 Deaux, K, & Perkins, T.S. (2001). The kaleidoscopic self. In C. Sedikides & M.B. Brewers (Eds.) Individual self, relational self, collective self. Philadelphia: Psychology Press.

**1/22, 27 THE ORGANIZATION (con't)**

- 9 **READING** Thomas, J. G., & Griffin, R. W. (2003). The power of social information in the workplace. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 172-180). Upper Saddle River, NJ: Prentice Hall.

**THE INTERACTION****1/29, 2/3 METHODOLOGY****39**

- 7 Thomas, K. W., & Tymon, W. G. (1982). Necessary properties of relevant research: Lessons from recent criticisms of the organizational sciences. Academy of Management Review, 7, 345-352.
- 3 Klein, K.J., & Zedeck, S. (2004). Theory in applied psychology: Lessons (re)learned. Journal of Applied Psychology, 89(6), 931-933.
- 7 Terborg, J. R. (1981). Interactional psychology and research on human behavior in organizations. Academy of Management Review, 6, 569-576.
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- 22 Judge, T. A., & Kristof-Brown, A. (2004). Personality, interactional psychology, and person-organization fit. In B. Schneider, & D. B. Smith (Eds.), Personality and organizations. (pp. 87-109). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

*TERM PAPER PROPOSAL PRESENTATION***2/5, 10 PSYCHOLOGICAL CONTRACT****81**

- 28 Miller, V. D., & Jablin, F. M. (1991). Information seeking during organizational entry: Influences, tactics, and a model of the process. Academy of Management Review, 16, 92-120.
- 12 **READING** Van Maanen, J. (2003). The smile factory: Work at Disneyland. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 294-306). Upper Saddle River, NJ: Prentice Hall.
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- 19 Kickul, J., Lester, S. W., & Finkl, J. (2002). Promise breaking during radical organizational change: Do justice interventions make a difference? Journal of Organizational Behavior, 23, 469-488.
- 15 Guest, D. E. (1998). Is the psychological contract worth taking seriously? Journal of Organizational Behavior, 19, 649-664.
- 7 Rousseau, D.M. (1998). The 'problem' of the psychological contract considered. Journal of Organizational Behavior, 19, 665-671.

**THE PSYCHOLOGY OF THE WORK PROCESS****2/12, 17 HIGH PERFORMANCE CYCLE****52**

- 6 Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. Psychological Science, 1, 240-246.

**2/12, 17 HIGH PERFORMANCE CYCLE (con't)**

30 Latham, G.P., Locke, E.A., & Fassin, N.E. (2002). The high performance cycle: Standing the test of time. In S. Sonnentag (Ed.), Psychological Management of Individual Performance (pp. 201-228). New York: John Wiley & Sons.

16 Meyer, J.P., Becker, T.E., & Vandenberghe, C. (2004). Employee commitment and motivation: A conceptual analysis and integrative model. Journal of Applied Psychology, 89(6), 991-1007.

**2/19, 24 MOTIVATION – PERFORMANCE 60**

23 Rainey, H. G. (2000). Work motivation. In R. T. Golembiewski (Ed.), Handbook of Organizational Behavior (2<sup>nd</sup> ed., pp. 19-42).

15 **READING** Staw, B. M. (2003). The self-perception of motivation. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 157-171). Upper Saddle River, NJ: Prentice Hall.

11 **READING** Nadler, D. A., & Lawler, E. E. I. (2003). Motivation: A diagnostic approach. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 25-36). Upper Saddle River, NJ: Prentice Hall.

11 **READING** Latham, G. P., & Locke, E. A. (2003). Goal-setting: A motivational technique that works. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 37-48). Upper Saddle River, NJ: Prentice Hall.

2/26 MIDTERM EXAM

3/3, 5 SPRING BREAK!

**3/10, 12, 17 JOB DESIGN 93**

20 Griffin, R. W., & McMahan, G. C. (1994). Motivation through job design. In J. Greenberg (Ed.), Organizational behavior: The state of the science. Series in applied psychology (pp. 23-43). Hillsdale, NJ: Lawrence Erlbaum Associates.

18 **READING** Hackman, J. R., Oldham, G., Janson, R., & Purdy, K. (2003). A new strategy for job enrichment. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 59-76). Upper Saddle River, NJ: Prentice Hall.

10 Griffin, R. W. (1991). Effects of work redesign on employee perceptions, attitudes, and behaviors: A long-term investigation. Academy of Management Journal, 34, 425-435.

23 Morgeson, F. P., & Campion, M. A. (2002). Minimizing tradeoffs when redesigning work: Evidence from a longitudinal quasi-experiment. Personnel Psychology, 55(3), 589-612

22 Wrzesniewski, A., & Dutton, J.E. (2001). Crafting a job: Revisioning employees as active crafters of their work. Academy of Management Review, 26(2), 179-201.



**3/19, 24      JOB SATISFACTION      76**

21 Pinder, C.C. (1998). Beliefs, attitudes, and emotions about work. Work Motivation in Organizational Behavior. (Just read section on job satisfaction, pp. 241-262.)

8 **READING** Organ, D. W. (2003). The subtle significance of job satisfaction. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 100-105). Upper Saddle River, NJ: Prentice Hall.

7 **READING** Staw, B.M. (2003). Organizational psychology and the pursuit of the happy/productive worker. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 89-99). Upper Saddle River, NJ: Prentice Hall.

26 Barsade S.G., & Gibson, D.E. (2007). Why does affect matter in organizations? Academy of Management Perspectives, 21(1), 36-59

14 **READING** Rafaeli, A., & Sutton, R. I. (2003). Expression of emotion as part of the work role. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 106-120). Upper Saddle River, NJ: Prentice Hall.

**3/26, 31 JS & ORGANIZATIONAL AND JOB COMMITMENT      78**

17 Pinder, C.C. (1998). Beliefs, attitudes, and emotions about work. Work Motivation in Organizational Behavior. (Just read section on organizational commitment, pp. 262-277, 283-284).

6 **READING** Salancik, G. R. (2003). Commitment and the control of organizational behavior and belief. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 287-293). Upper Saddle River, NJ: Prentice Hall.

12 **READING** O'Reilly, C. (2003). Corporations, culture, and commitment: Motivation and social control in organizations. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3<sup>rd</sup> ed., pp. 106-120). Upper Saddle River, NJ: Prentice Hall.

27 Meyer, J. P. & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. Human Resource Management Review, 11, 299-326.

16 Rousseau, D. M. (1998). Why workers still identify with organizations. Journal of Organizational Behavior, 19(3), 217-233.

**MAINTAINING THE WORK PROCESS****4/2, 7      ORGANIZATIONAL CITIZENSHIP BEHAVIOR      67**

3 Borman, W.C. (2004). The concept of organizational citizenship. Current Directions in Psychological Science, 13(6), 238-241.

13 LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. Journal of Applied Psychology, 87, 52-65.

**4/2, 7 ORGANIZATIONAL CITIZENSHIP BEHAVIOR (con't)**

- 20 Hoffman, B. J., Blair, C. A., Meriac, J. P., Woehr, D. J. (2007). Expanding the Criterion Domain? A Quantitative Review of the OCB Literature. Journal of Applied Psychology, 92(2), 555-566.
- 14 Ehrhart, M.G., & Naumann, S.E. (2004). Organizational citizenship behavior in work groups: A group norms approach. Journal of Applied Psychology, 89(6), 960-974.
- 17 Bergeron, D. M. (2007). The potential paradox of organizational citizenship behavior: Good citizens at what cost? Academy of Management Review, 32(4), 1078-1095.

**4/9, 14 JOB INVOLVEMENT****53***(4/16 TERM PAPER IS DUE – 3:00 PM)*

- 5 Pinder, C.C. (1998). Beliefs, attitudes, and emotions about work. Work Motivation in Organizational Behavior. (Just read section on job involvement, pp. 277-282).
- 4 Paullay, I. M., Alliger, G. M., & Stone Romero, E. F. (1994). Construct validation of two instruments designed to measure job involvement. Journal of Applied Psychology, 79(2), 224-228.
- 9 Cartwright, S., Holmes, N. (2006). The meaning of work: The challenge of regaining employee engagement and reducing cynicism. Human Resource Management Review, 16(2), 199-208.
- 35 Locke, E. A., & Taylor, M. S. (1990). Stress, coping, and the meaning of work. In A. P. Brief & W. R. Nord (Eds.), Meanings of occupational work: A collection of essays. Issues in organization and management series. (pp. 135-170). Lexington, MA: Lexington Books.

**THE DARK SIDE****4/16, 21 EMPLOYEE WITHDRAWAL & OTHER POTENTIALLY UNDESIRABLE ACTIONS 76**

- 30 Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. Academy of Management Review, 22, 226-256.
- 22 Sagie, A.; Birati, A.; Tziner, A.. (2002). Assessing the costs of behavioral and psychological withdrawal: A new model and an empirical illustration. Applied Psychology: An International Review, 51(1), 67-89.
- 13 Allen, D. G.; Renn, R. W.; Moffitt, K. R.; Vardaman, J. M. (2007). Risky business: The role of risk in voluntary turnover decisions. Human Resource Management Review, 17,(3), 305-318.
- 11 Lee, T.W., Mitchell, T.R., Sablinski, C.J., Burton, J.P., & Holton, B.C. (2004). The effects of job embeddedness on organizational citizenship, job performance, volitional absences, and voluntary turnover. Academy of Management Journal, 47(5), 711-722.

**4/23 CATCH – UP DAY****4/28 FINAL EXAM (1:00 – 4:00)**

## **ACADEMIC INTEGRITY STATEMENT**

The students and faculty of NCSU believe that the willingness of students to affirm and adhere to the essential values of honesty and integrity in all their academic endeavors is exemplified in the Honor Pledge:

***I have neither given nor received unauthorized aid on this test or assignment.***

University policy on academic integrity is specified in the Code of Student Conduct. This document may be found at:

[http://www.ncsu.edu/student\\_affairs/osc/Alpage/acaintegrity.html](http://www.ncsu.edu/student_affairs/osc/Alpage/acaintegrity.html).

## **NC STATE POLICY ON WORKING WITH STUDENT WITH DISABILITIES**

If you have a verified disability, I will certainly do all that I can reasonably do to accommodate the course requirements to your specific needs. Please tell me immediately so that we can begin making appropriate arrangements right away.

For more details on NC State's policy on working with students with disabilities, please refer to the following web site that describes NC State's Disability Services for Students (DSS) program.

[http://www.ncsu.edu/equal\\_op/dss/](http://www.ncsu.edu/equal_op/dss/)

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